THE CARL D. PERKINS
VOCATIONAL AND TECHNICAL EDUCATION ACT
OF 1998
P. L. 105 332

KENTUCKY STATE PLAN

KENTUCKY DEPARTMENT FOR TECHNICAL EDUCATION
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2001-2004

INTRODUCTION

Kentucky started educational reform in 1990 with legislation to change the elementary and secondary education system. At that time the state operated vocational technical education programs were moved from the Department of Education to the Workforce Development Cabinet. The Department for Technical Education was established and identified as the sole state agency for vocational technical education. The associate degree programs for vocational technical education were provided in the universities and the community colleges. Programs that offered diplomas and/or certificates for technical training to postsecondary students were provided in the regional technical schools. Some secondary students attended the postsecondary regional schools to get their education and training in technical education.

In 1998 a second educational reform was enacted that put community colleges and the postsecondary technical schools under a separate board for the community and technical college system. One community college is still associated with the University of Kentucky. The Council on Postsecondary Education coordinates the postsecondary education system.

Currently, there are three delivery systems for vocational technical education. The Department for Technical Education, the eligible agency, operates the secondary area technology centers and works with business and industry consortiums to provide technical training. Postsecondary vocational technical education is provided by the community colleges, technical colleges, and the associate degree programs located in the universities. The Department of Education is responsible for vocational technical education programs operated in local school districts.

The state is committed to quality education. The governor is a strong advocate for quality education, including technical education, and the continuous improvement of technical education. The state has a logo, " Education Pays", which is printed on all its letterhead and other promotional materials. We believe technical education pays.

State Plan Goals and Strategies

GOAL I To improve and/or expand current programs and develop new programs that prepare students for above-entry level employment, continuing education or the military and meet the requirements needed by business and industry.

Strategies Provide technical assistance, monitor and evaluate programs, use information from the visits for input into program improvement that includes integration of academic and technical education content and teaching strategies.

Utilize input from representatives of business, industry, labor organizations, trade associations, community leaders, teachers, and students for the purpose of statewide program improvement, expansion and development of new programs.

Survey parents and alumni of technical education programs for programmatic information for use in the statewide evaluation of technical education programs.

GOAL II To increase student achievement with above entry-level knowledge, skills and competencies through program improvement, program expansion, and/or new program development.

Strategies Provide on-site programmatic technical assistance to teachers, counselors, and administrators that is current with the requirements of business and industry.

Revise content of programs requiring the knowledge and use of technology to be current with business and industry requirements.

Use state-of-the art teaching strategies to accommodate all learning styles of all students enrolled in the programs and promote high expectations of all students.

Provide professional development for teachers and encourage teachers to actively update their professional development. The professional development emphasis will be on the following:

using current state-of-the art teaching strategies,
updating teaching content to reflect current business and industry requirements including the use of technology,
teaching above entry-level skills and competencies,

strengthening the integration of academic and technical education, and encouraging teachers to update their knowledge and skills through internships with appropriate business and industry.

Analyze the student data to determine program improvements that will result in increased student achievement.

Analyze student achievement data to identify increased student achievements in comparison to the established performance measures, base line data, and year by year changes.

Provide all students with an understanding of the relationship between academic and technical education in the workplace.

GOAL III To strengthen the linkage of secondary and postsecondary vocational technical education programs.

Strategies Expand and improve the existing linkages between secondary and postsecondary technical education through curriculum development, articulation agreements, professional development including new teaching strategies that are based on current research such as brain based learning, and input from business and industry.

Collaborate in facilitating student transition from secondary technical education to postsecondary technical education.

GOAL IV To increase the involvement of representatives from business, industry, labor organizations, teachers, counselors, administrators, parents, students, and community leaders in the improvement of vocational technical education programs that results in increased student achievement.

Strategies Seek programmatic information through personal visits with business and industry representatives and other existing avenues such as business and industry consortia and participation in various committees with business and industry representatives.

Provide opportunities for and encourage teachers, administrators, counselors, and students to provide feedback during technical assistance, monitoring, and evaluation.

Seek input from parents of secondary students and include a parent and alumni survey as a component of statewide evaluation during school events for parents and the community.

GOAL V To provide equal access to and full participation in vocational technical education programs to all students, potential students and technical education employees.

Strategies Monitor programs for equal access to all students and promote high expectations for students enrolled in technical education programs.
Provide teaching and learning activities that meet learning styles of all students.

Provide support and advocacy services for special populations enrolled in technical education programs.

GOAL VI Promote career opportunities in nontraditional occupations.

Strategies Conduct student learning activities that may include hands-on career exploration, classroom simulation, and integration of technical applications in academic classes.

Provide a learning atmosphere that is conducive to learning and results in equitable participation and increased achievement of all students.

Use teaching activities such as profiles of individuals employed in nontraditional occupations/careers or nontraditional educational programs.

Use learning activities that promote all aspects of the industry and that results in increased nontraditional program retention.

Monitor the increase of students preparing for and completing programs that lead to occupations that are nontraditional to gender.

Conduct hands-on workshops to introduce students to occupations that lead to employment in careers that are nontraditional to their gender.

Provide professional development for teachers, counselors, and administrators to increase career opportunities for students in occupations that are nontraditional to gender.

KENTUCKY VOCATIONAL TECHNICAL EDUCATION
STATE PLAN
2001-2004

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION
ACT OF 1998

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

SECTION I-ARequirements

PUBLIC HEARINGS

1. All segments of the public and interested organizations and groups across the state will be afforded the opportunity to have input into the Kentucky State Plan for Vocational Education. The current State Plan will be put on the Department for Technical Education web page for statewide access to the information and for their input. In addition, two public hearings will be held for individuals to drive to the site of the hearing to speak to and provide written copy of the issues that concern them. One public hearing will be held in the eastern part of the state and the other will be held in the western part of the state. The legal advertisements inviting individuals to comment about the State Plan will announce the locations and times of the public meetings. The advertisements will invite individuals to come to the hearing and share their input both verbally and in writing. The advertisements will be placed in the two largest newspapers in the state—twice in the largest paper and once in the second largest newspaper. Advertisements will also be placed in the local newspapers of the sites for the public hearings held in the state. The 1999-2000 Transition Plan was placed on the Kentucky Tech web page and an announcement was mailed to eligible recipients with a request for input into the development of the four-year state plan.

   Vocational teachers, administrators, counselors, resource teachers, business and industry representatives, parents, students, and representatives from community organizations will be able to attend a public hearing with a reasonable amount of travel time to the hearing site. The master of ceremonies for the public hearings will be a third party representative.

   In addition to the legal advertisements in the classified section of the newspapers, letters will be mailed to vocational educators who will be asked to share the information with their community.

Records of the public hearings which include copies of the notices for the hearings, media used to publicize the hearings, mailing lists used for notification, locations of the hearings, number in attendance, number who speak, and the recommendations or comments made by the attendees will be maintained. [Section 122 (a)(3)]

PUBLIC HEARINGS - RECOMMENDATIONS

2. The Department will summarize and respond to the recommendations made during the public hearings and from the web page input. The summary of the recommendations and responses will be included in the State Plan. [Section 122 (a)(3)]

STATE PLAN CONSULTATION

3. A steering committee with representatives from secondary and postsecondary technical education assures individuals from business, industry, labor organizations, vocational education programs in high schools, area technology centers, postsecondary technical colleges, community colleges and universities, parents and students have input into the development and revision of the Kentucky State Plan. This steering committee recommends names of individuals to serve on the Advisory Committee. The committee also collaborates to identify what is provided to the Advisory Committee members to facilitate their input into the development and revision process. Thirty-five invitations were issued, and nineteen accepted the invitation. Business and industry representatives were from organized labor, Kentucky Chamber of Commerce, and Bell South.

Representatives from business and industry were members of the teams that developed or revised the secondary and postsecondary occupational skill assessments for each program. For example, the members from the Kentucky Bankers Association and office assistants who are certified by International Association of Administrative Professionals were key people in developing the test items for financial services and office assistant programs to determine occupational competency of the students. Representatives from other business and industry associations served on all the committees. The State Director for Vocational Technical Education serves on a business and industry consortium and will provide the information for program planning.

The Secretary of the Workforce Cabinet provides the Governor with information about the development of the State Plan for Vocational Technical. A copy of the State Plan is sent to the Governor's office.

The state plan advisory committee provides information for planning vocational technical education by discussion of the issues and making recommendations for state plan policies and procedures, program improvement and increased student achievement. Members receive proposed policies, procedures and outcomes prior to meetings for their consideration of the issues and the anticipated impact on technical education.

Records of consultations with representatives from technical education, business, industry, labor organizations, students, and parents will be maintained.
[Section 122 (b)(1)]

ACCESS TO INFORMATION – STATE PLAN ADVISORY COMMITTEE

4. The State Plan Advisory committee meets four times a year. Meeting notifications are made in advance and an agenda with pertinent information is included in the notice. Members have a copy of the Perkins Act as a resource to be knowledgeable of the legislation and to make recommendations that result in program improvement and increased student achievement. New members to the committee will be oriented to the purpose of the advisory committee and provided the necessary information.

Advisory committee members are encouraged to attend public hearings and any in-service training sessions on Perkins requirements, especially the ones held in the area of the state in which they reside. When the state plan or revisions to the state plan are made after the committee input, the document or portion of the document is sent to each committee member for additional input. Input from the committee members and others interested in technical education are accepted any time by phone, letter and visit. Requests for information will be provided. The information is open to the public.

The advisory committee input is used to determine the content of the state plan and local plans that govern local recipient's program improvements and program outcomes. [Section 122 (b)(2)]

CONSULTATION WITH OTHER STATE AGENCIES--AMOUNTS AND USES OF FUNDS

5. The Department for Technical Education, with input from the advisory committee and comments from the public hearings, will determine the amounts and uses of the funds proposed for reservation for secondary and postsecondary vocational technical education program improvements, expansions, and new program development. Representatives from the Division of Career and Technical Education, Department of Education, Kentucky Community and Technical College System, and the Council on Postsecondary Education serve on the steering

committee and the State Plan Advisory Committee. If one of these State agencies finds a portion of the final state plan objectionable, the State agency shall file its objections with the Commissioner for Technical Education. The Commissioner for the Department for Technical Education, the eligible agency, will respond to any objections in the Kentucky State Plan for Vocational Technical Education. The Commissioner for the Department for Technical Education will make the final decision.

The agency responsible for the implementation of the Workforce Investment Act and the Department for Technical Education, the eligible agency, are located in the Cabinet for Workforce Development. The location of both agencies in the same Cabinet facilitates the collaboration. The postsecondary programs are located in other agencies with Boards of Trustees. Individuals from these agencies and individual schools are collaborating with the Department for Employment and Training and other appropriate agencies to participate in the one-stop delivery system. The State Plan leaves the decision to participate in the one-stop delivery system up to individual postsecondary schools that operate technical education programs. [Section 122(e)(3)]

II. PROGRAM ADMINISTRATION

DESCRIPTIONS

1. Kentucky shall prepare and submit to the Secretary of the U. S. Office of Education a four-year state plan for the period of 2001-2004. (The first year state plan for 2000 was a transition plan from the 1990 Perkins Act to the 1998 Perkins Act.) The Department for Technical, the eligible agency, shall determine if annual revisions are necessary; when necessary, revisions to the state plan shall be made. [Section 122 (a)(1)]

VOCTATIONAL TECHNICAL EDUCATION ACTIVITIES TO MEET OR EXCEED STATE ADJUSTED LEVELS OF PERFORMANCE

2. The goal is to continuously improve all programs, which results in increased academic and technical achievement for all students. The curriculum will be an organized sequence of courses or other instructional units that are competency based and lead to an occupation or career in employment, military, or continued education. The instructional program will include applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills. The content of each program and the academic and technical skills and competencies students achieve will reflect what business and industry need.

Annual program evaluations and program monitoring will be completed at the local level by state level administrative staff. Programmatic technical assistance will be provided to vocational technical education teachers, counselors, and administrators at the local schools. The results of the activities will be analyzed to identify and determine which statewide improvements need to be made. Local programs are responsible for developing and implementing evaluations of the vocational and technical education programs carried out with funds under this title, which includes an assess of how the needs of special populations are being met. The evaluation of the programs at the local level must include business and industry input to determine if competencies achieved by students are current with the demands of the industry. Each eligible institution receiving funds under this title shall submit a written annual report. The annual report will include a description of the process that led to the achievement and the outcome of implementing the process. The outcomes (achievements) will be specifically identified for each type of student achievement and program achievement. This report will be used to compile the Kentucky Annual Performance Report.

State reports from visits made to evaluate and monitor local programs or provide technical assistance will be used to evaluate the State's progress in improving vocational technical education programs. State personnel will also seek input from business and industry for purposes of program improvement and to use the information to identify statewide efforts to improve the programs. Information from the reports will be included in the achievements in the Annual Performance Report.

Curriculum revision and development and professional development will be based upon input from business and industry, programmatic improvements such as the use of technology in teaching and the application of the technology skills being learned by the students, and increased student achievements in academic and technical skills and competencies. Secondary and postsecondary vocational technical will collaborate in curriculum revision and development as well as professional development that strengthens the linkage between the two program levels and eliminates duplication. Articulation between the two entities will be strengthened to enable students to make a seamless transition from secondary to postsecondary education or from one institution to another (postsecondary to postsecondary or secondary to secondary).

Professional development will cover such topics as brain-based learning, recognition of and use of good teaching strategies that result in increased student achievement, high expectations for all students, and continuous program improvement with increased student achievement. Other topics include teaching to the learning styles of students; using current research based instructional strategies, business internships, and the use of technology as a teaching tool. In addition, activities to strengthen the integration of academic and technical education will be included in the professional development activities such as the New Teacher Institute and in the curriculum development and/or revisions.

Academic achievement of students enrolled in secondary vocational technical programs will be assessed using the state standards for all students. Each school goal is to reach a score of 100. The increase in academic skills of students will be reflected in the school score as that score increases each year. Teachers, local administrators, and state personnel will use the data as an evaluation tool for continuous improvement of the instructional process and the materials, and content and to raise the standards when students reach the goals.

Technical achievement of secondary and postsecondary vocational technical education students will be measured by using national/state standards or business and industry certification standards. In cases of programs for which there are no industry certifications, standards will be developed. The development of the standards will be based on input from the appropriate business and industry representatives. The development and field testing of standards for programs that do not have national standards or certification requirements started during fiscal year 2000. As the standards are developed and/or adopted, program effectiveness and increased student achievement will be measured. The results of the technical competency achievements of students will be used as an evaluation tool for continued program improvement and increased student achievement above entry level skills. Skill certificates will be given to students who meet or exceed the established program standards.

Student data on high school graduation, vocational program completion, continuing education after high school graduation, employed in occupation related to program, employed in occupation not related to program, and enlistment in the military will be collected and analyzed for use in program improvements, expansions, and/or development of new programs. Employment information on the students will be collected through an agreement with the Division of Unemployment Insurance in the Department of Employment Services. Employers of the students will be identified through the employment data and an employer survey will be mailed to each one to determine how well the former students were prepared for employment.

Students who continue their education at postsecondary institutions in Kentucky will be followed-up through the postsecondary student information sent to the Council on Postsecondary Education. It may be possible to follow-up secondary students who enroll in technical programs at the schools in the Kentucky Community and Technical College System and associate degree programs at the universities through the vocational technical education data system (TEDS). The postsecondary technical programs will have information to determine the retention rate of secondary technical students who enroll in a program at a technical college, community college, or university.

Postsecondary vocational technical education performance measures used from 1991 through 2000 were revised to include the changes in the 1998 Perkins Act and to have more accountability outcomes. Academic achievement and technical achievement will be based on a 4.0 Grade Point Average. Students are required to have a minimum of 2.0 Grade Point Average. These performance measures are the established by the Council on Postsecondary Education and are followed by the postsecondary institutions. The grade point will be collected on students in each program to identify students who earn 2.0 and above. Technical achievement of postsecondary students will be based upon competency achievement of the skills needed by business and industry. Students will be certified by national or state certifications. For occupations that do not have such certifications, current assessments will be revised and where required new standards will be developed. This system will be based upon input from the appropriate business and industries. Student success in certification will be analyzed to determine instructional changes need to be made. Section 122 (c)(1)]

SECONDARY AND POSTSECONDARY VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS DEVELOPMENT, IMPROVEMENT, AND EXPANSION

3. Secondary and postsecondary vocational technical education programs will prepare students with academic and technical knowledge, skills, and competencies to continue education, to become employed and/or continue education while employed. Monitoring program processes and the outcomes of the program processes implemented will emphasize continuous program improvement and increased student achievement. Reports from program monitoring and program evaluation as well as technical assistance visits and business and industry input will be used to identify program improvements that should be made in the sequence of courses or other instructional units that lead to the occupations in programs. The improvements to existing programs include the following type of changes: (1) strengthening the integration of academic, technical, and vocational education knowledge and skills required for technical competency; (2) implement changes in the content, instructional materials, and teaching strategies; and (3) add or revise competencies that meet the definition of all aspects of the industry. Personal contact with representatives from business and industry will be established and maintained at the state and local levels for input into what should be taught as well as identify existing or new technologies used in particular occupations. As curriculum is revised and/or developed, representatives from business and industry will be involved in the evaluation of and/or revision of content and teaching strategies as well as the addition of new content and teaching strategies. Appropriate records will be kept to document the changes and the results of implementing the changes in the classroom. Results of the core performance indicators will be analyzed at both the state and local levels for information to use in the program improvement or expansion activities and new program development.

   Vocational educators will participate professional development to learn to use of state-of-the-art technology as a teaching tool and state-of-the-art technology needed for skill development will be provided to develop, expand, and improve the vocational programs. Curriculum and teaching strategies will be updated to reflect the technology. Representatives from business and industry serve on each curriculum development/revision committees to assist in keeping the programs current. In addition, personal contact with representatives from business and industry will be made to increase the input of business and industry into program improvement and program development.

   Students, including those who meet the special population definitions, enrolled in vocational education will be taught the same academic proficiencies as all other students. Students who meet the definition of special populations and need specific support services will be provided with assistance and support needed to reach their goal. Support services are defined as services related to curriculum modification, equipment modification, supportive personnel (interpreter) and instructional aids and devices. The need for supportive services must be documented in an individual plan for each student enrolled in a technical education program. This support to an individual enrolled in a technical education program (see definition in Section 5) is to the extent that the support services address the barriers to the individual's successful participation in vocational and technical education. These funds must be used to supplement existing assistance to special populations. Assistance to individuals who are members of special populations is not a "program for special populations" that meets the requirements of section 124(b)(8) or 135(c)(4). A program is a sequence of courses that provides academic and technical knowledge and skills individuals need to

prepare for further education and for careers in current or emerging employment sectors. These programs must include competency-based applied learning that contribute to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills. Specific services to be provided are to be reasonable and necessary cost.

Eligible institutions will use the results of their annual program evaluations that includes business and industry representatives in the program evaluation process, projected employment demand, and level of academic and technical skill needed for current and emerging occupations to decide which programs need to be improved, expanded, or developed. An additional indicator for program evaluation will be the results of program accountability report. Articulation agreements, curriculum development, and professional development will continue to link secondary and postsecondary vocational education to enable secondary students to continue their education at the postsecondary level without repeating courses (knowledge, skills, and competencies) they have successfully achieved in the secondary vocational programs. [Section 122(c)(1) (a)]

CRITERIA LOCAL PLAN APPROVAL

4. Local plans will be reviewed, approved, monitored and evaluated by personnel in the Federal Programs Branch. Local plan approval will be based upon local agencies demonstrating that the federal funds will be used to meet the congressional intent for continuous program improvement and increased student achievement. Program improvement includes updating academic and technical content to meet industry standards, adding new courses to a program or developing new courses to be added to a program. Program maintenance will not be approved. Criteria for plan approval include a combination of requirements from Sections 3,122, 134, 135, and 113 of the Perkins legislation. The performance measure achievements of each institution will be compared to that school's local plan to assess the program improvements. Access to and full participation of special populations to all programs will be used as criteria through the performance measure accomplishments and the enrollment data of the previous year.

Other agencies will also review the local plans of the schools in their agencies at the same time the Department for Technical Education does the review and approval of the plans. These agencies will also monitor the progress of improving programs and evaluate the effectiveness of outcomes of the program improvements, expansions, and/or program developments.

Local school districts, state operated vocational centers, technical and community colleges in the Kentucky Community and Technical College System, Lexington Community College, and public universities are the eligible recipients to receive basic grant funds for continuous program improvement. [Section 122 (c)(1)(b)]

PREPARATION FOR POSTSECONDARY EDUCATION OR HIGH WAGE, HIGH SKILL EMPLOYMENT

5. A vocational technical education program is organized educational activities that offer a sequence of courses or other instructional units that provides individuals with the academic and technical knowledge and skills they needed to prepare for further education and for

careers requiring less than a baccalaureate, master's, or doctoral degrees in current or emerging employment sectors. Academic and technical education instructional activities in the courses or other instructional units must include the following: competency-based applied learning that contributes to the academic knowledge; higher-order reasoning and problem-solving skills; work attitudes; general employability skills; technical skills; and occupation-specific skills of the occupation. Improvements made to programs must be comprehensive enough to impact the courses/instructional units and activities of the program to be improved. The instructional activities will strengthen integration of rigorous academic technical education components of the program and include all aspects of the industry. All aspects of the industry are defined as strong experience in, and understanding of, all aspects of the industry the students are preparing to enter. It also includes planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety. Program content and application will be based on current and emerging knowledge, skills, and competencies needed by business and industry. Secondary and postsecondary vocational technical education will be linked to facilitate transition to postsecondary education. Students will be prepared to transition to postsecondary education and/or be prepared to enter the workforce.

Vocational technical students will be prepared for continued education in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations. Curriculum is to be developed or revised with input from business and industry representatives and teachers. In addition each program and/or institution has an advisory committee made up of business and industry representatives to keep the content and hands-on experiences relevant. Teachers are encouraged to and may update their skills by taking industry certifications training and other training provided by the companies. Employer surveys of former students provide will provide information to be used to make appropriate changes such as content revision or skill application at the local level. Some programs such as welding and automobile technology are nationally certified and students leave the programs with their certification. Other programs such as the health programs that require state certification in the occupation will validate the academic and technical competencies of the students. Secondary students will receive a skill certificate when they complete the occupational program. Postsecondary students receive a degree, diploma, or certificate upon completion of their programs. Some of the teachers and programs are certified by national occupational group criteria. The certification of the program assures the students are being taught the current skills and competencies. Programs for which national or state certifications are not available; the vocational technical education curriculum identifies industry-based skills and competencies the students are to accomplish. Teachers validate student achievements. Cooperative education, internships and work-based learning provide the students an opportunity to work in a real work situation, keep the teacher current with what is occurring in that occupation, and identify areas the students need to become more proficient or learn new skills and competencies. Curriculum revisions or new curriculum development is based on needs of business and industry and helps to assure students are prepared for continuing education and/or employment. [Section 122 (c)(1)(C)]

USE OF FUNDS

6. Funds will be used to improve and expand programs, or develop new programs. Program improvement, program expansion, and new program development include such activities as

the following: adding, deleting, and/or adapting courses/other instructional units in a program, adding new academic and technical content or competencies, revising curriculum to reflect industry knowledge and skills, adding competencies for all aspects of the industry to the curriculum. Other activities include developing new courses for telecommunications, high technology, and providing teachers with the knowledge and skills to teach the new high technology program. Professional development for vocational educators will be provided to assist in the implementation of the new or revised curriculum. Technical assistance will be provided to the teachers during the development and implementation process.

Funds are to be used to improve and develop new programs that prepare students for above entry level skills that meet the standards for high skill, high tech and high wages employment. Each eligible institution must use the funds in such a way that qualitative and quantitative outcomes are evident from the investment of the Perkins funds. Each eligible institution will prepare an annual performance report and submit the report no later June 30. The report will include programmatic improvements, core performance measures, an analysis of the performances, and financial information. The information in the annual performance report should be used to identify needed program improvements for continuous program improvement and increased student achievement. Five percent of Title I C may be used for administrative costs.

Each eligible recipient that receives funds under this part shall use such funds to improve vocational technical education programs. The definition of a vocational program is found in item five (5) of this section of the State Plan. Funds made available to eligible recipients under part 135(b) shall be used to support the following:

(1) Strengthen the academic and vocational and technical skills of students enrolled in vocational technical programs by strengthening the academic, vocational, and technical instructional materials, hands-on experiences and teaching strategies through the integration of academic and vocational technical education programs through a coherent sequence of courses to ensure learning in the core academic, vocational, and technical subjects

(2) Provide students with a strong experience in and understanding of all aspects of an industry. The definition of all aspects of an industry is the following: A strong experience in and understanding of all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues and health and safety.

(3) Develop, improve, or expand the use of technology in vocational and technical education which may include--

(A) training of vocational technical education personnel to use state-of-the art technology which may include distance learning such as KTLN, KET, and the internet;

(B) providing vocational and technical education students with the academic, vocational and technical skills that lead to entry into the high technology and telecommunications field; or

(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

(4) Provide professional development to teachers, counselors, and administrators, including--
    (A) in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research (how the brain functions for learning to take place), and in effective practices to improve parental and community involvement;
    (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
    (C) internship programs that provide business experience to teachers; and
    (D) programs designed to train teachers specifically in the use and application of technology;
(5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(6) initiate, improve, expand, and modernize quality vocational and technical programs;
(7) provide services and activities that are of sufficient size, scope, and quality to be effective; and
(8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs. [Section 122 (c)(1)(D)]

Each local school district, area technology center, technical college, community college, and university shall not use more than five (5) percent of these funds for administrative cost associated with the administration of activities to improve vocational technical education programs in their schools.

After the eight required uses of funds have been met, any remaining funds may be used to improve the following services and activities:

(1) involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational technical education programs which includes establishing effective programs and procedures to enable these individuals to be informed and to effectively participate in the design, implementation, and evaluation of vocational technical programs;
(2) provide access to information to students enrolled in vocational and technical education programs regarding career awareness and planning with respect to an individual's occupational and academic future with respect to career options, financial aid, and postsecondary options;
(3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
(4) to provide programs for special populations;
(5) for local education and business partnerships;

(6) to assist vocational and technical student organizations;
(7) for mentoring and support services for students enrolled in vocational technical education;
(8) for leasing, purchasing, upgrading or adapting equipment including instructional aides that results in improving, expanding, or developing new programs and increasing student achievement;
(9) for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
(10) for improving or developing new vocational and technical education courses;
(11) to provide support for family and consumer sciences programs;
(12) to provide vocational and technical programs for adults and school dropouts to complete their secondary school education;
(13) to provide assistance to students who have participated in services and activities of vocational technical programs in finding an appropriate job and continuing their education;
(14) to support nontraditional training and employment activities; and
(15) to support other vocational technical activities that are consistent with the purpose of the Perkins Act.

PROFESSIONAL DEVELOPMENT

7. Comprehensive professional development activities will be provided for vocational and academic, guidance, and administrative personnel. Based upon input from the vocational education community, the state agency will determine specific types of professional development activities and the appropriate amount of funding for each activity. The professional development activities will be based on goals and activities of the state plan, which include integration of technology in instruction, incorporating workplace changes in technology instruction, strengthening the integration of academic and technical education skills, leadership development, using effective teaching strategies that are based on current research, implementing new curriculum and new teaching strategies. Other professional development activities will include the upgrade of technical and academic instructional skills of teachers through internships with business and industry, program and teacher credentialing in national and state recognized certification programs.

Competitive proposals to provide the professional development activities will be developed by the state agency with input from the representatives from agencies providing vocational technical education. The proposals will be disseminated to all eligible recipients. An impartial committee facilitated by a Department for Technical Education staff member will review the proposals. Proposal approval will be based upon the committee recommendations.

Professional development activities may be a joint effort among secondary and postsecondary vocational education personnel or it may be specifically designed for secondary or postsecondary vocational education personnel. [Section 122 (c)(2)]

COMMUNITY INVOLVEMENT

8. At the state level, individuals representing parents, teachers, local businesses

(including small and medium sized businesses), and labor organizations serve as members of the advisory committee to the state planning group. The development of the State Plan is based upon their input regarding program improvement and increased student achievement. In addition, the manufacturing skills standard consortium of which the State Director for Vocational Technical Education is a member will have the opportunity to bring input from consortium members through the consortium meetings. Their input will be used for state planning for program improvements, development of the program improvements or development of new programs and the evaluation of such programs.

The community has an opportunity for input into the state planning, developing, implementing and evaluating through the public hearings and to access the Department for Technical Education Web Page for input into the state plan development. Notices about the public hearings and the web page access will be published in the largest newspapers in the state that should reach every community. In addition, eligible recipients will be sent written communication about the public hearings and the web page address and encouraged to notify their community. Business and industry representatives have input into the development of or revision of curriculum for programs. In addition, an employer survey is mailed to employers of former technical education students to determine how well the student was prepared for the workplace and to ask for improvements to programs.

The local application process includes the recommendation that the representative groups be involved in local program assessment to identify what program improvements should be made. The local application has a section that describes the involvement of the representative groups. Vocational programs have local advisory committees to assist in the evaluation of the program and to make recommendations for program improvement. Local advisory committees primarily represent business and industry. [Section 122 (c)(3)]

IMPROVING STUDENT ACHIEVEMENT

9. Academic and technical skills of students enrolled in vocational technical programs will be improved by strengthening the academic, vocational, and technical instructional units through the integration of academic education and technical education. Both the secondary and postsecondary curriculum includes core academics and vocational and technical tasks related to occupational competencies. The vocational education secondary curriculum aligns with the core content for academics required by the Kentucky Education Reform Act. The postsecondary curriculum for technical schools also includes academic tasks that are required in the competency development of the students. The associate degree programs in the community colleges and the universities also include required academic courses for all students. At the state level, the curriculum is developed and evaluated with input from business and industry representatives, teachers, students, and program area staff and is updated accordingly to assure that all aspects of the various industries are addressed. Local institutions have advisory committees that assess the local programs to determine if the content of the program is producing the skills and competencies needed by business and industry. The schools respond to the recommendations of the committees. When there are major discrepancies, the program consultant is notified and appropriate action is taken. Employer surveys also provide information that has been used and will be used in revising, expanding, or developing programs content, materials and strategies.

The evaluation of the academic success of vocational technical students is the student performances on the statewide assessment test for academic achievement. The assessment is called CATS (Commonwealth Accountability and Test System). These results are identified by school and will be analyzed by each school to determine what changes need to be made in the curriculum and in teaching strategies. Secondary students technical achievements and competencies will be determined by state or national skill standards and state established standards that are being developed or will be developed for those programs that do not have national and state industrial certifications. These data will be analyzed to determine what changes should be made to improve the skills of students enrolled in technical education.

Postsecondary students academic and technical achievement is primarily based upon their grades made in their classes. Results of the state designed testing program for which there are no national or state recognized standards, or certifications, industry standards, and recognized national and state certifications are also used to assess achievement. Results of these student achievements will be analyzed and used to make program and content changes, and teaching strategies. Other postsecondary curriculum evaluation will include program and institutional reviews.

During program supervision and technical assistance visits, information related to the teaching strategies and instructional content used in the classrooms will be assessed for progress made in strengthening the academic, vocational, and technical components of the integrated academic and technical education program. The program assessment instrument for the area technology centers addresses the integration of academics and the incorporation of all aspects of the industry through the integration of SCANS and national skill standards in instruction.

Information obtained from visits to business and industry, recommendations from program advisory committees, and information from employer follow-up
surveys will also be used to evaluate the effectiveness of the programs to prepare students for employment and/or continued education. [Section 122 (c)(5)(A)]

SAME CHALLENGING ACADEMIC PROFICIENCIES

10. Students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies that are taught to all other students. The secondary vocational and technical education program curriculum identifies the proficiencies that all secondary students must demonstrate through a state mandated test called CATS. The postsecondary curriculum identifies the academic proficiencies that all postsecondary students must demonstrate in class as well as industry certifications and other performance assessments. The community college and university associate degree program curriculum develop both technical and academic competencies at levels equivalent to other postsecondary institutions and are transferable through the statewide transfer frameworks. These frameworks assure the transferability of 60 credit hours toward any baccalaureate degree in Kentucky. Licensure examinations, employer surveys, graduate surveys, and exit examinations are utilized to assure competency levels are met.

The performance of secondary vocational technical students will be compared to the performance of all the other students to determine if they were taught to the same

challenging academic proficiencies taught to all other students in that same grade. The GPA performance of postsecondary vocational technical students in community colleges and associate degrees in the universities will be compared to other freshman and sophomores in their schools.
[Section 122 (c)(5)(B)]

TECHNICAL ASSISTANCE

11. Personnel in the Department for Technical Education, Division of Career and Technical Education in the Department of Education, and the Kentucky Community and Technical Colleges System provide technical assistance. Curriculum specialists and teacher education personnel provide programmatic assistance. In addition, eligible agency personnel and other vocational education personnel provide technical assistance that deals with services to special populations, preparation for nontraditional training and employment, services to individuals in correctional facilities, local application and budget approval, data collection for program assessment, program audits and evaluation. [Section 122 (c)(14)]

STATE AND REGIONAL OCCUPATIONAL OPPORTUNITIES

12. Labor market conditions have been favorable for employment in recent years. The job outlook projects a continuation of that trend. The economy was expected to grow 15 percent and create over 275,000 new jobs from 1994 through 2006.

As workers leave or separate from various occupations in Kentucky additional job vacancies (419,000) will occur. Through 2006, employment change will vary greatly among the 620 occupations presented in the Kentucky Occupational Outlook and Job Openings. The structure of the major occupational divisions, however, will change moderately from 1996 through the year 2006.

Nearly half of the new jobs created from 1996 through 2006 will be in two major occupational divisions: professional, paraprofessional and technical occupations and services occupations. The professional, paraprofessional and technical occupations will grow about 20 percent, and service occupations will grow about 21 percent. The professional, paraprofessional and technical occupations will produce the most new jobs of all the occupational divisions. New service jobs will produce the second most new jobs. New jobs in personal service and protective service occupations will also increase at a very fast pace. The following annual job openings are in the top twenty-five occupations requiring extensive postsecondary or employer training and the top twenty-five occupations requiring a high school diploma and/or some postsecondary training. *(Kentucky Department for Employment Services, Labor Market Information, September, 1999)*

TABLE I

TWENTY-FIVE MOST ANNUAL JOB OPENINGS REQUIRING POSTSECONDARY AND/OR EMPLOYER TRAINING

TITLE
Clerical Supervisors & Managers
Marketing & Sales Supervisors
Sales Representatives, Excluding Retail
Carpenters
Automotive Mechanics
Licensed Practical Nurse
Hairdressers, Hairstylists & Cosmetologists
Cooks, Restaurant
First Line Supervisors, Production
Painters & Paperhangers, Construction
Electricians
Welders & Cutters
Teacher Aides, Paraprofessional
Human Service Workers
Brokers, Real Estate
Sales Agents, Real Estate
Plumbers, Pipefitters, Steamfitters
Automotive Body & Related Repairers
Heat Air Conditioning, Refrigeration Mechanics & Installers
Sales Insurance Workers
Industrial Machinery Mechanics
Instructors & Coaches, Sports
Emergency Medical Technicians
Machinists

Kentucky Department for Employment Services, Labor Market Information, 1999

TABLE II

TWENTY-FIVE MOST ANNUAL JOB OPENINGS REQUIRING HIGH SCHOOL DIPLOMA AND/OR SOME POSTSECONDARY TRAINING

Salespersons, Retail
General Office Clerks
Waiters & Waitresses
Nursing Aides, Orderlies & Attendants
Truck Drivers, Heavy
Truck Drivers, Light
Child Care Workers
Receptionists & Information Clerks
Secretaries, Except Legal & Medical
Cooks, Fast Food
Food Service & Lodging Managers
Stock Clerks: Stockroom, Warehouse or Yard
Bookkeeping, Accounting, Auditing Clerks
Medical Assistants
Home Health Aides
Cooks, Institutional or Cafeteria
Bank Tellers
Adjustment Clerks
Data Entry Keyers, Excluding Composing
Industrial Truck & Tractor Operators
Sewing Machine Operators, Garment
Gardeners & Groundskeepers, Except Farm
Plastic Molding Machine Operators & Tenders
Traffic, Shipping & Receiving Clerks
School Bus Drivers

Kentucky Department for Employment Services, Labor Market Information, 1999

TABLE III
TWENTY-FIVE FASTEST GROWING OCCUPATIONS
REQUIRING POSTSECONDARY AND/OR EMPLOYER TRAINING

Electronic Pagination System Workers
Computer Support Specialists
Paralegal
Surgical Technologists
Numerical Control Machine Operators, Tenders, Metal or Plastic
Dental Hygienists
Instructors & Coaches, Sports & Physical Training
Human Service Workers
Medical Records Technicians
Emergency Medical Technicians
Physician Assistants
Data Processing Equipment Repairers
Residential Counselors
Electromechanical Equipment Assemblers
Sales Agents, Business
Wood Machinists
Office Machine & Cash Register Services
Painters & Paperhangers
Brick Masons
Aircraft Mechanics
Athletes, Coaches, Umpires & Related Workers
Heat, Air Conditioning, Refrigeration Mechanics
Plastic Molding Machine Setters & Operators
Roofers
Sheet Metal Duct Installers

Kentucky Department for Employment Services, Labor Market Information, 1999

TABLE IV

TWENTY-FIVE FASTEST GROWING OCCUPATIONS REQUIRING HIGH SCHOOL DIPLOMA AND/OR SOME POSTSECONDARY TRAINING

Physical & Corrective Therapy Assistant Aides
Occupational Therapy Assistants
Personal & Home Care Aides
Adjustment Clerks
Bill & Account Clerks
Child Care Workers
Dental Assistants
Travel Agents
Corrections Officers
Food Batchmakers
Food Service & Lodging Managers
Flight Attendants
Transportation Agents
Insurance Claims Clerks
Combination Machine Tool Operators/Tenders, Metal or Plastic
Plastic Molding Machine Operators & Tenders
Medical Assistants
Receptionist & Information Clerks
Nursing Aides, Orderlies & Attendants
Pest Controllers & Assistants
Metal Molding Machine Operators & Tenders
Cooks, Fast Food
Customer Service Representatives, Utilities
Medical Secretaries
Home Health Aides

TABLE V

Industry	Occupations Associated with Industry	Targeted Region
Production Distribution and Construction Related Machinery and Equipment	Machinists, assemblers and fabricators, production supervisors, sales and related workers, tool & die makers	Central and Northern Kentucky Regions
Automotive Parts and Accessories	Assemblers and fabricators, blue collar worker supervisors, inspectors, testers, and graders; machine tool workers; machinists	Central Kentucky
Subassemblies and Components	Electrical and electronic assemblers; assemblers and fabricators; inspectors, testers & graders; blue collar workers supervisors; electrical and electronic engineers; electrical and electronic technicians	Eastern Kentucky
Rubber and plastics products	Plastic molding machine operators assemblers and fabricators; tire building machine operators; machine operators	Eastern Kentucky
Delivery Time Sensitive high value-added products and services	Electrical and electronic technicians, including repair; electrical and electronic engineers; secretaries; computer engineers and scientists	Louisville/I-65 Corridor
Metal Stamping and Machined Products	Assemblers and fabricators; sheet metal workers; welders and cutters	Louisville/I-65 Corridor
Headquarters and Sales Offices	Account managers, sales professionals; production managers; customer service representatives; computer operators	Northern Kentucky
Port-related manufacturing	Blue collar workers supervisors; laborers and material movers; packaging filing machine operators; assemblers and fabricators, industrial machinery mechanics; machine feeders; drivers of light and heavy trucks	Western Kentucky
Information Age (call centers and back office operations)	Customer service representatives; network technicians; collection agents, general clerks, secretaries, administrative assistant, production clerks	Western Kentucky

Source: Target Industry Analysis. Prepared for the Cabinet for Economic Development by the Wadley-Donovan Group, 1997.

The Kentucky Cabinet for Economic Development partnered with other economic development organizations across the state to develop a target industry analysis. Two industries for five regions across the state were identified which Kentucky could provide competitive advantages. These industries were chosen because of the return on investment each industry would bring to the state. Table V identifies the industries, the occupations associated with each industry, and the area of the state for which the industry is being targeted. It should be noted that limited resources was a factor in the results of this study; there may be other industry sectors for which Kentucky offers a competitive advantage to business and industry. (Workforce Investment State Plan, 1998—Source: Target Industry Analysis, Prepared for the Cabinet for Economic Development by the Wadley-Donovan Group, 1997)

TABLE VI

EMPLOYMENT NEED IN TOP 20 OCCUPATIONS
Marketing and Distribution
Food Preparation and Related Services
Clerical
Maids, Janitors, Sextons, and Custodians
Agricultural Management and Product
Freight and Materials Handling
Administration, Management and Related
Commercial Drivers
Miscellaneous Manufacturing
Security Services
Nursing Assistant
Secretarial
Accounting
Fiber Optics
Carpentry
Child Care
Horticulture, Landscaping and Groundskeeper
Miscellaneous Mechanics and Repair
Machine Tool Technology
Interior Finishing/Maintenance

Source: Kentucky Supply – Demand Report 2000, Kentucky Occupational Information Coordinating Committee

Employment opportunities exist for students in business/marketing, industrial education, health services, electronics, and service occupations programs. Local and regional information is available to each area of the state. Vocational program assessment includes the employment opportunities available to graduates. This assessment is used to determine where the program improvement, expansion or development is needed. During the 1999-2000 year, the demand for workers in fiber optics increased one-half of one percent. The demand for childcare increased, but the demand for apparel and textiles workers decreased and is not included in the top twenty occupations. The other occupations remained the same. [Section 122 (c)(15)]

JOINT PLANNING AND COORDINATION OF PROGRAMS

13. Joint planning and coordination of programs funded under the Carl Perkins Act, and programs and activities funded under other federal funding sources, will occur in the following ways:

Workforce Investment Act

The Department for Employment Services, Department of Vocational Rehabilitation, Department for the Blind, Department for Adult Education and Literacy, Department for Technical Education, and the Office of Training and ReEmployment are located in the Cabinet for Workforce Development. Each department has a role for preparing people for or enabling people to work. The Office of Training and ReEmployment is the agency designated to receive Work Force Investment Act funds. The Commissioners of each department within the Cabinet attend staff meetings on a regular basis. These meetings provide opportunities for sharing information and facilitating joint planning and coordination. Individuals in each of the departments who are responsible for implementing and monitoring federal grants know the person to contact to coordinate efforts.

The Workforce Investment Act State plan determined specific requirements and procedures for selecting eligible providers for one-stop centers. The application procedures are initiated and approved through the Local Workforce Investment Boards. All services provided under the Workforce Investment Act will be offered to perspective participants through the statewide network of one-stop centers. Postsecondary technical and community colleges are eligible service providers. Each postsecondary institution may choose to apply to be a one-stop center. Individual sites that are chosen as a one-stop center will enter into memorandum of agreements as prescribed in section 121(c) of the Workforce Investment Act. Postsecondary and area technology centers are eligible to apply for certification through the proper authority for one-stop operator status.

The Department for Technical Education will provide a list secondary and postsecondary schools that offer vocational technical education programs.

Individuals with Disabilities Education Act (IDEA)

Representatives from the Division of Exceptional Children Services and Division of Career and Technical Education within the Department of Education, the Department for Technical Education, Kentucky Community and Technical College System, Department for Vocational Rehabilitation, and the Council on Postsecondary Education are designated as interagency planning and coordination facilitators. These facilitators are advocates for students with disabilities in the following situations: developing planning guides, providing technical assistance guides to inform students with disabilities and students who are disadvantaged about opportunities in vocational education, and conduct joint teacher in-services and staff development activities. These facilitators act as advocates in the following situations: (1) between vocational programs in each local school and; (2) between the local schools and area technology centers. The purpose of their advocacy is to assure that students with disabilities have access to and participate in the same quality programs as all other students. The advocates also see that appropriate support services are provided when

necessary to develop academic, vocational and technical skills and competencies for continuing education and/or employment. In addition, vocational education programs are monitored to assure that these students are not discriminated against because they are included in the special population's category.

Joint planning and coordination between vocational education programs in local school districts and the other programs at the school (local school district) occurs at the local level through the consolidated planning process and the development and implementation of the individual education plan for each student. In addition, the Individual Education Plan for each student includes transition services after graduation to continue education or become employed. The transition services section of the student plan requires joint planning and coordination with individuals from postsecondary education institutions and vocational rehabilitation services.

Teachers from area technology centers are to be actively involved in the development of the individual education plan for students who will receive their vocational education from the area technology centers. The joint effort for developing the individual education plan will result in a better learning environment for the students and result in increased achievement.

Local applications for Perkins funding from eligible institutions must address how the needs of students with disabilities will be met. This includes descriptions of how the vocational teachers work with other teachers in the development and implementation of the individual education plan. In addition, the local applications are to describe how parents, students, teachers, representatives from businesses and industries, labor organizations, representatives of special populations, and other interested parties are involved in the planning, implementation, and evaluation of vocational programs. The application is to describe how the individuals and entities are informed and assisted with understanding the requirements of the law. The eligible institutions must sign an assurance that the needs of students with disabilities will be appropriately addressed.

Rehabilitation Act

The Department for Technical Education has designated two individuals to serve on the Kentucky Interagency Council for Transition for Persons with Disabilities. This council facilitates the liaison activities with the Department for Rehabilitation, Department for the Blind, the Division of Exceptional Children and the Division of Career and Technical Education in the Department of Education, Council on Postsecondary Education, and the Kentucky Community and Technical College System. At least one person represents each agency.

Clients from rehabilitation services have access to and participate in the same quality programs as the rest of the students. These students will have appropriate and reasonable support services if needed. They will not be discriminated against in vocational technical education programs because of their referral from rehabilitation. Each postsecondary school with vocational technical education programs will jointly plan and coordinate with the rehabilitation manager, the client/student, and parents of secondary students/clients (if appropriate) to address the needs of the individual students.

The local applications from eligible institutions must describe how the needs of individuals with disabilities will be met and what steps the local institution will take to assure discrimination will not occur. This includes descriptions of how the teachers will work with the rehabilitation representatives to make appropriate accommodations. The local application must also describe how parents, students, teachers, representatives of businesses and industries and labor organizations, representatives of special populations, and other interested parties are involved in the planning, implementation and evaluation of programs. The local application must also describe how individuals are made aware of the information to be a part of program improvement effort and to have an understanding of the requirements of the Perkins Act of 1998. In addition, the institution administrator must sign a statement of assurance that the needs of students with disabilities will be appropriately met.

Apprenticeship Training

Apprenticeship training classroom instruction is provided cooperatively between labor unions and vocational technical education schools around Kentucky. Each institution is responsible for working with the appropriate organization to provide classroom apprenticeship training within the service area of the school. A representative from the Department for Technical Education is a member of the Kentucky Apprenticeship Conference Steering Committee. Individuals from the Kentucky Community and Technical College System are also on the conference steering committee. The purpose of the committee is to promote cooperation among apprenticeship programs, government, management, and education, as well as to educate others about employment opportunities in registered apprenticeship programs. Eligible institutions are encouraged to seek assistance from labor organizations and other business and industry to evaluate local programs for planning and implementing program improvements. Two members of the state planning advisory committee represent organized labor.

Adult Education Act

Joint planning and coordination between the schools with vocational technical education programs and the adult education centers is the responsibility of the vocational technical education programs in community colleges and associate degree programs in universities and/or vocational technical colleges. Each technical education institution/community college must insure duplication of literacy and adult education programs and services does not occur. Joint planning and coordination may occur through the one-stop centers and/or on an individual basis to facilitate meeting the needs of the individuals who want to enroll in vocational technical education programs.

The Department of Adult Education and Literacy and the Department for Technical Education are located in the Cabinet for Workforce Development. Cabinet staff meetings facilitate coordination and open communication. Postsecondary vocational education institutions at the local level will coordinate with the local adult education and literacy programs to assist the individuals in the transition to occupational education.

Chapter 1

Chapter I Programs in local school districts assist in making students in the eighth grade aware of the opportunities available in vocational education. This information assists the students and their parents in preparing for entry into the ninth grade. The Department of Education provided the necessary information to compute each local school district's share of the secondary vocational education allocation. Vocational education personnel in local school districts participate in the consolidated planning process.

At the state level, representatives from the eligible agency participated in revising the guidelines for the consolidated plan. [Section 122 (c)(16)]

LINKING SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION

14. Local applications from eligible institutions will describe how secondary and postsecondary vocational education, including tech prep, will be linked. The curriculum for the postsecondary technical colleges and the area technology centers are developed jointly to provide the secondary and postsecondary linkages. When one curriculum is revised or developed, representatives from other levels of vocational technical education participate in the development process. Secondary programs in local school districts and area technology centers have articulation agreements with postsecondary institutions. Discussions are being held to improve the implementation of these articulation agreements. Curriculum in local education agencies is organized around career majors with the courses identified for particular majors that are linked to the postsecondary curriculum. Professional development include teachers from both secondary and postsecondary programs and some are designed to include both levels of technical education in an integrated setting. A few of the technical colleges still serve a small number of secondary vocational technical education students. The beginning student regardless if secondary or postsecondary at the area technology centers and the technical colleges use the same curriculum. When the secondary student completes the program, that student may choose to continue in that program as a postsecondary student. [Section 122 (c)(19)]

EQUITY PROVISIONS, SECTION 427 (b) General Education Provisions Act

15. The Department for Technical Education will address the equity provisions contained in Section 427(b) of the General Education Provisions Act to ensure equal access to education and to promote educational excellence by the following:

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under this plan; and
(2) promoting the ability of students, teachers, and beneficiaries to meet high standards.

The local application of each eligible institution will require the eligible recipient to describe the steps they will take to ensure equitable access to, and equitable participation in, the program or activity to be conducted by addressing the needs of all students, teachers, and other program beneficiaries.

Each institution will be responsible to identify the barriers that prevent equitable participation in the programs, services, or activities and to develop and implement strategies to overcome those barriers. The barriers to equitable participation will include special populations identified in the law as well as barriers based on gender, race, color, national origin, disability, and age. The local application will also describe how high expectations for all students and the ability of students, teachers, and beneficiaries to meet high standards will be promoted. Eligible institutions will be required to analyze the program enrollments and completions to identify improvements needed in programs which includes the sequence of courses that lead to those occupations and teaching strategies for their annual report and for program planning for the next year. Overrepresentation of a population in occupational programs will be a factor in the evaluation process.

The Department for Technical Education will complete compliance visits for civil rights laws and report the results for the area technology centers and the postsecondary institutions. The Department of Education will complete compliance visits for civil rights laws and report the results for vocational programs in local school districts. The Department for Technical Education, the Department of Education, the Kentucky Community and Technical College System, and associate degree in universities will review its policies and procedures to assure equitable participation in its vocational programs. Inclusion of various populations in program planning, evaluation, implementation, support services, and professional development will result in the identification of barriers before changes to programs are implemented. Participation of individuals from the special populations in programs, services, and activities and their academic/technical achievements will be used as indicators of possible barriers. The participation and program completion of students enrolled in nontraditional programs will also identify possible barriers in the classroom environment and teaching methods. [Section 427 (b) GEPA] [20USC 1228a]

WORKFORCE INVESTMENT ACT (MEMORANDA OF UNDERSTANDING)

Operation of One-Stop Delivery System

16. All One-Stop entities will meet the State established minimum criteria. The Local Workforce Investment Board will be allowed to broaden the criteria to meet local needs. One-stop centers will enter into agreements with Local Workforce Investment Boards. The agreements will include the following: identification of services for eligible individuals; how

the services and operation of the center will be funded; methods for referring individuals between the one-stop operators and partners for appropriate services; and the duration of the agreement and procedures for amending the agreement.

The certification criteria for one-stop providers are the following:
(1) ability to connect to the state's technology platform;
(2) ability to establish a resource center for self service;
(3) ability to provide a staff development plan that addresses technology and customer service;
(4) fiscal procedures;
(5) assurances; and
(6) past performance and demonstrated effectiveness as a one-stop center.

Recipients of Perkins funds under section 132 are a mandatory One-Stop partner and will fulfill the responsibilities set out in Title I of WIA and the implementing regulations. If the recipient of Perkins III section 132 funds is a consortium, the consortium as a whole, and not each individual member, is a mandatory One-Stop partner.

Recipients of funds under section 132 of Perkins III must participate in the following activities. The recipient of funds must be represented on the Local Workforce Investment Board. Enter into a memorandum of understanding (MOU) with the Local Workforce Investment Board relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and methods for referral. Make available the core services that are applicable to Perkins III through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program. Use a portion of funds provided under Perkins III section (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system. In-kind services may be provided rather than funds.

The participation of Perkins III section 132 grantees in the One-Stop delivery system (including the expenditure of section 132 funds related to that participation) must be consistent with the provisions of Perkins III. [Section 122 (c)(21)] [Sections 121(b)(1)(A)(ii) & 134(d)(1)(b) of WIA]

At least one member of the local board must be representative of a Perkins III section 132 grantee at the local area (20 CFR 661.315(a)). This representative must have optimum policy making authority within the organizations, agencies, or entities they represent. The determination of the person to serve on this board is a local decision.

Eligible institutions of Perkins III funds may not be required to provide any new or additional services that they have not otherwise provided using Perkins funds. Eligible recipients are required to use funds to improve vocational and technical education programs. Authorized uses of funds include professional development, technology, the development of new curricula, and support for programs for members of special populations. The extent to which core services identified in WIA section 134(d)(2) are applicable to Perkins III and must be provided through the One-Stop delivery system depends to a great extent upon how the grantee elects to use Perkins III funds.

Eligible recipients of Perkins III will provide information concerning the performance and cost of programs assisted with funds from Section 132 of Perkins. The initial assessment of skill levels, aptitudes, abilities, and supportive service needs of individuals may be provided prior to their enrollment in a vocational and technical education program if and to the extent that funds from Section 132 are used for a program (a sequence of courses leading to an occupation) for members of special populations or a program that prepares individuals for nontraditional training and employment. Regardless of how Perkins III funds are used to improve programs, all Perkins III section 132 grantees must provide information through the One-Stop delivery system regarding the "performance" of programs.

Eligible recipients of Perkins funds will report program performance information required by this Act to the Workforce Board. It will be same program performance information reported to the eligible agency concerning the success in meeting the State adjusted levels of performance for the core indicators described in section 113(b)(2)(A) of Perkins. It will also include the additional performance indicators established by the State under section 113(b)(2)(A) of Perkins III. Grantees may provide additional information that they believe would be useful to potential students in evaluating the quality of the program. Cost information could be the cost of attendance. The grantee should work with the Local Board to determine the most appropriate format and means for making this information available through the One-Stop delivery system.

The Department for Technical Education will provide a list of all school dropout, postsecondary, and adult programs assisted under Title I of Perkins III to the State Workforce Investment Board.

Perkins funds are restricted to providing programs and services to students enrolled in vocational and technical education programs. [Section 135(c)(2)]

Costs of Creating and Maintaining the One-Stop System

The amount that each grantee must contribute to the operating costs of the One-"Stop delivery system in the local area is negotiated with the Local Board as part of the MOU. Contributions may be cash or in-kind. Cost factors to be considered to make decisions about the level of contribution for each grantee are the following:

(1) contribution must be proportionate to the use of the system by individuals attributable to the program that receives assistance under Perkins III;
(2) contributions to the operating costs of the One-Stop system such as rental of space by an employee performing administrative functions are administrative costs under Perkins III; grantee may not expend more than five (5) percent for administration;
(3) cost of other responsibilities under Perkins III such as the implementation of the performance accountability systems necessary to enable State to fulfill the accountability requirements of section 113;
(4) grantees may only contribute toward costs that are allowable costs under Perkins III and the Department of Education regulations for State-administered programs;
(5) funds made available under this Act may be used to supplement, and not supplant, non-Federal funds expended to carry out vocational and technical activities and tech-prep activities.

None of these expenditures may supplant State or local funds that have previously been used by the grantee, another One-Stop partner, or other component of the One-Stop delivery system for the same purpose. If Perkins funds were used to provide services that the grantee had provided with state or local funds in the prior year, it is presumed that supplanting has occurred. [Section 122(c)(21)]

NONDUPLICATION COORDINATION

17. Postsecondary technical colleges, community colleges and area technology centers are eligible to apply for certification as one-stop operators. Postsecondary technical colleges and community colleges are eligible service providers in the one-stop centers. These institutions may apply to be a service provider through the local workforce investment board. The application process will provide for local coordination and non-duplication of services. Local institutions receiving Perkins funds are responsible to see that funds are used to improve technical education programs.

The agency designated as the eligible agency for Workforce Investment Act is in the same cabinet as the Department for Technical Education. The State Director for Vocational Technical Education (Commissioner) and the Commissioner for Training and Re-Employment attend Cabinet management team meetings and work together on many issues. The State Director for Vocational Technical Education will assist the State Workforce Investment Board in promoting effective coordination between Title I of the Workforce Investment Act, Carl D. Perkins Vocational Technical Education Act, and other One-Stop partner programs. The other One-Stop partners are also housed in the Cabinet for Workforce Development Cabinet that promotes coordination and non-duplication among the agencies. The Department for Technical Education will work with the Department for Adult Education and Literacy to establish a referral system for individuals who need remediation before enrolling in technical education.

Perkins funds must be used in accordance with the requirements of the Perkins Act. None of the Perkins funds may be used to provide funding under the School-to-Work Act, or to carry out, through programs funded under Perkins, activities under School-to-Work unless the students are enrolled in a technical education program and the activity is authorized by Perkins.
[Section 122 (c)(21)]

III. ACCOUNTABILITY AND EVALUATION

A. Requirements

1. INDICATORS OF PERFORMANCE MEASURES INPUT

Eligible recipients had several opportunities from February 1999 to February 2000 to have input into the establishment of indicators of performance measures and state level of performance for each indicator for secondary and postsecondary vocational technical education. The first opportunity for input was during the state planning committee meeting. The purpose of this meeting was to define the direction the state needed to take to establish the core indicators of performance measures and state level of performance for the accountability system. The members on the committee represented secondary and postsecondary vocational technical education from a local school district, a university, Council on Postsecondary Education, Kentucky Community and Technical College System, Department of Education, and the Department for Technical Education. The committee agreed to build upon and revise when necessary the standards and measures that were established under Perkins II.

In 1990 the Kentucky legislature enacted the Kentucky Education Reform Act for elementary and secondary education. The law established standards and indicators of success toward meeting the state standard. Assessment instruments to measure the academic achievement of secondary students in Kentucky were developed and implemented. The assessment instruments were changed during 1999 and the new assessments were given in the spring of 2000. This change in the state assessment instruments was a consideration for revising the current Perkins secondary standards and measures. The secondary vocational education representative recommended that the Commonwealth Accountability and Testing System (CATS) be used to measure secondary academic achievement of vocational education students. The indicator levels of academic success are the following: distinguished, proficient, high apprentice, medium apprentice, low apprentice, high novice, low novice and non performance. The goal is for all secondary students to be proficient. Each school has an objective to raise the school index to a designated index every two years.

The postsecondary indicators of academic and technical performance measures under Perkins II were grade point averages. During the discussions with the State Planning Group, it was noted that the information collected by the Council on Postsecondary Education was grade point averages and that no other indicator was used. The representatives from postsecondary technical education recommended the performance indicators continue to be the grade point averages. This prevented a dual system of accountability. For the 1999-2000 school year it was decided to recommend the continuation of the standards and measures that had been established under Perkins II.

Postsecondary indicators of performance measures, adopted under the 1990 Perkins law, were revised during the fall of 1999 to include graduation from an institution with an associate degree, graduation from an institution with a diploma or certificate. This resulted in additional opportunities for input into the establishment of indicators of success from postsecondary representatives. Representatives from each of the postsecondary institutions and the Council on Postsecondary Education met to review the standards and measures used under Perkins II and compare to the requirements in Perkins III. This group recommended the same standards and measures be continued so the data could be used by the Council on Postsecondary Education and the schools would not be maintaining two sets of standards. Editorial revisions were made and the form to collect the data was developed. The data collection instrument and the content on the form were reviewed by representatives from the Council on Postsecondary Education and Kentucky Community and Technical College System and revisions were made to goals and measures to be consistent with the information collected by the Council on Postsecondary Education. The revised postsecondary core performance measures were distributed to the State Plan Advisory Committee on February 10, 2000 and minor editorial revisions were made. The data collection instrument has been discarded because the data is entered into TEDS for technical education. In addition, a baseline was established for retention in continuing education, employment, and military service for postsecondary students for the fiscal year 2000-2001. The coordination and student advising core indicators were eliminated when baseline data could not be provided by the postsecondary institutions.

Other opportunities for input into the development of the secondary and postsecondary core performance measures were made available through five in-service programs held in

February 1999. These sessions were held in strategic locations to facilitate travel of the local vocational technical education personnel. After these in-services the State Advisory Committee recommended these indicators of performance measures be adopted. The measures were adopted as the indicators of success of students enrolled in vocational technical education. In addition, other in-services were held during the summer Vocational Education Technical Education Conference for teachers. In the fall of 1999, in-service sessions on Perkins III which included the accountability and program planning were held in six different locations across the state. These in-services were cooperative efforts of the Kentucky Association for Career and Technical Education, the Department of Education, the Department for Technical Education, and the Kentucky Community and Technical College System. During February 2000, presentations on the secondary and postsecondary accountability standards and measures of performance were made available during the Vocational Teacher Education Conference.

The secondary statewide academic data is aggregated and it will be used to compare the academic achievement of technical education students to all the other students in the grades being tested. The other secondary representatives agreed with the recommendation. Using the state established academic standards prevented the use of two systems of assessment. The other core indicators of performance were similar to the standards and measures used in Perkins II to evaluate program effectiveness. The standards and measures were revised to meet the performance measures requirement. The advisory committee recommended the state assessment to be implemented in the spring of 2000 to determine academic achievement of students enrolled in vocational technical education.

A plan to identify skills and competencies for each secondary vocational career major offered to students in high schools was explained during the in-service programs offered in February, 1999, Vocational Education Conference in July, 1999 and in six locations during October 1999. This development of state skill standards for all the career majors will be accomplished over a period of two or three years. State skill standards for the manufacturing cluster career majors were developed by business and industry representatives and were field tested during January and February 2000. Other skill standards are currently being developed or field-tested in the spring of 2000. Plans are in place to complete the remaining career clusters. Representatives from eligible recipients had an opportunity to have their input during the in-service programs mentioned above as well as being on the team with business and industry representatives during the development of the skills and competencies and the standard to reach. High school students may receive a career major certificate and/or a skill standards certificate.

The secondary vocational curriculum for programs in area technology centers is currently competency based and is compatible with the postsecondary curriculum for articulation to a technical college. When curriculum is revised for the secondary technical education programs at the area technology centers, representatives from the technical colleges and business and industry also participate in the revision/development so the appropriate changes may be made at the postsecondary level. The same is true when the postsecondary curriculum is revised--representatives from business and industry, the area technology centers and the Department for Technical Education are part of the process in making the revision/development. Individuals from the area technology center also had an opportunity for input during the in-service sessions. Students who complete an O'Net code with the

required knowledge, skills, and competencies or completed programs with national/state certifications are issued a skill certificate.

The State Plan Advisory committee membership includes representatives from high schools, area technology centers, technical colleges, universities, community colleges, business/industry, and labor organizations. Teachers, administrators, and counselors represented the educational institutions. The committee recommended these core performance measures be used to assess student achievement in technical education.

During the in-services mentioned above for vocational educators and others interested in vocational technical education, the core indicators of performance were explained and attendees had opportunity for input into the performance measure. The 1999-2000 State Plan was available on the Department for Technical Education web page during the revision of the state plan for 2001-2004. The eligible agency established the performance measures for the core indicators with input from representatives of the eligible recipients. [Section 113 (b)(1)(A)] [Section 113(b)(2)(D)]

2. STATE LEVEL OF PERFORMANCE INPUT FOR CORE INDICATORS OF PERFORMANCE

Secondary

The goal is for all secondary vocational technical students to be proficient in all state academic content areas and to receive an occupational skill certificate of technical competence. The rate of improvement of academic achievement of the secondary vocational technical education students will improve at the same rate as all other students in the state. Since all students enrolled in the public schools have to take these tests, the State Planning Group and the State Plan Advisory Committee recommended the state academic assessment be the state level of performance. However, the results could not be linked to students leaving secondary education, the performance level was changed to graduation from high school for 2000-2001. The state levels of performance for technical competency; program completions; placements in postsecondary education, employment, or the military; and nontraditional program participation and completion could be established from student data and employer follow up. State performance was established based upon historical data. Once the state performance measures were established, they were reviewed by the state planning committee. The performance measures were revised during the state plan review process to be more consistent with other states. The revised state performance measures were distributed to state plan advisory committee and the State Plan was printed and distributed to state plan advisory committee members, department staff, and eligible recipients of Perkins funds. Retention in initial placement after program completion baseline will be established with follow-up data from students who left secondary education May 2000.

Technical education students academic test results can be aggregated and compared to all other students. The performance measure will have to be based on the English scores only if the criteria are for students leaving secondary education. Using the results from the state academic assessment from all grade levels on all tests would not be a measure of academic attainment of students leaving secondary education. High school graduation was used as the measure of academic attainment because data could not be linked to technical education students leaving secondary education for 2000-2001.

The statewide academic data is aggregated and it can be used to compare the statewide academic achievement of technical education students to all other students being tested in the state. The other core indicators of performance were similar to the standards and measures used in Perkins II to evaluate program effectiveness. The standards and measures were revised to meet the requirements in the law. The advisory committee recommended the state assessment to be implemented in the spring of 2000 to determine academic achievement of students enrolled in vocational technical education.

The state plan advisory committee accepted the state performance measures. The state performance measures were presented during the meetings and other avenues mention in other sections of the state plan on input into the core indicators.

Postsecondary

Postsecondary state standards (levels of performance) were based on past history data from the Department for Technical Education (eligible agency) and the Council on Postsecondary Education. The Council on Postsecondary Education had information on all public postsecondary institutions.

Opportunities for input from the eligible recipients for the state established standards were the same as for the performance measures. In addition, five public hearings were held in February 1999 and two were held during February 2000. The 1999-2000 Transition State Plan was put on the eligible agency web page; the web address was distributed during the February 10 State Advisory Committee meeting, phone calls were received regarding the public hearings. A notice of the web address was e-mailed to the agencies providing vocational technical education for distribution. In addition, the announcement of the web address was e-mailed to the area technology centers. Section 113(b)(1)(C)] [Section 122(C)(9)]

3. ADDITIONAL INDICATORS OF PERFORMANCE INPUT FROM ELIGIBLE RECIPIENTS

The secondary standards and measures for program improvement under Perkins II did not include a Career Major Certificate, Vocational Program Completion Certificate, for students who completed their high school program--earned four credits in a sequence of courses leading to a career or occupation. The secondary students attending area technology centers have been receiving skill certificates for completing a program that led to an occupational title (O'Net). Starting with the 1999-2000 school year all secondary technical education students who complete programs will receive program completion and career cluster certificates. The issuance of the proficiency certificate for program completers is included with the graduation from secondary school core indicator. There are no additional indicators of performance for secondary students enrolled in vocational technical education programs.

Consideration was given to including student advisory services and collaboration with other agencies as additional performance indicators for postsecondary technical education. Information to establish baseline data for these two services was not available, so the decision was made to concentrate on the four required performance measures.

Representatives from universities, community and technical college system, and the Council on Postsecondary Education were given the opportunity to revise and make suggestions for rewording the indicators of performance.

When the report form was developed and revised, the form was sent to all representatives for review and suggestions. The report included all of the indicators.

The opportunities for input from eligible recipients were the same activities mentioned in items one and two of this section of the state plan. [Section 113(b)(1)(B)]

4. ADDITIONAL INDICATORS OF STATE LEVELS OF PERFORMANCE INPUT FROM ELIGIBLE RECIPIENTS

Secondary

There are no additional indicators of state levels of performance for secondary technical education. The career major certificate, the vocational completion certificate or O'Net certificate is given to students who satisfactorily complete the program, is part of the core indicator, attainment of secondary school diploma and proficiency certificate. The skill standards certificate is given to students who pass the skill standards assessment.

Postsecondary

There are no additional indicators of state levels of performance.
[Section 113(b)(1)(C)]

5. CORE INDICATORS—SECONDARY VOCATIONAL TECHNICAL EDUCATION

The core indicators of performance for secondary vocational technical education students are the following:

(1) academic achievement of challenging state-established academic and vocational/technical skill proficiencies;
(2) attainment of secondary school diploma and proficiency certificate;
(3) placement in, retention in, and completion of postsecondary education program, placement and retention in employment, and placement in the military;
(4) participation in and completion of vocational and technical education programs that lead to nontraditional training and employment;

Data on students who concentrate in or complete a vocational technical program will be collected and analyzed for identifying program improvements and for increasing student achievement. The base year for determining increases in student achievement is 1998-99 for secondary technical education.

The accountability system will include data on students who are program concentrators and program completers.

The data system will also include the number of students who took one or two courses. They are called exploratory students and will be included in the total number of secondary students enrolled in technical education in Kentucky. However, exploratory students are not be included in the core indicators performance report.

<u>Secondary Definitions</u>

A participant (exploratory student) in technical education is a student who enrolls in no more than two technical education classes that may or may not be in a sequence of courses leading to an occupation.

A program concentrator is a student who is enrolled in a technical education programs and satisfactorily completes three courses in a sequence of courses with industry validated standards leading to an occupation/career major.

A program completer is a student who satisfactorily attains industry validated academic and technical knowledge/skills/proficiencies and completes four or more courses in a sequence of courses that prepares the individual for employment and/or further education and receives a skill standard certificate, a program completion certificate or a career major or complete requirements for a certificate that end with an occupational O'Net code.

A tech prep student is a student enrolled in a secondary/postsecondary course of study with unduplicated courses with industry validated standards leading to a postsecondary credential in an occupation or career.

Academic Achievement

Academic achievement of vocational concentrators and program completers will be measured by high school graduation rates for fiscal year 2001 instead of the results of the Commonwealth Accountability and Testing System. High school graduation data is the best data available for secondary students leaving secondary education. The CATS assessment for math and science is given in the eleventh grade. Writing/English is given in the twelfth grade. Practical arts and vocational skills are given at the tenth grade level. Test results for students in technical education career clusters are aggregated by total number of concentrators taking the test and the total number of students scoring proficient, apprentice, or novice. Each school is expected to increase its index every two years. The only test results that can be linked to technical education students who concentrate in or complete technical education programs and leave the program in the reporting year are those students who take the writing assessments.

The schools use the local index to measure the overall academic improvements for all students in the district and to compare the performance of technical education students to all other students in the school/district. The statewide index is a component of the technical education program evaluation to identify technical assistance needed at the local level. The CATS state report, aggregated data for technical education students, compares technical education students to all other students to determine if the same quality of education is provided to all students. A comparison of the special populations by specific populations enrolled in technical education is compared to all technical education students to see that each special population also has the same quality of instruction. CATS academic achievement results that will be a part of the program evaluation includes students who follow a sequence of vocational and technical courses in a career area and complete the career major, plan to complete at least three courses in a career area, or complete an occupational program. The CATS assessment includes achievement in reading, math, science, social studies, practical living/vocational studies, writing, and arts and humanities. The career cluster areas are agriculture, business and marketing, human services, health sciences, transportation, construction, communication, and manufacturing.

The CATS test results (data) within each career cluster will be disaggregated by the following special populations; individuals economically disadvantaged, individuals with disabilities, single parents and single pregnant women, individuals pursuing nontraditional training and employment, individuals with limited English proficiency and individuals with other educational barriers. All information with the exception of single parents and single pregnant women will be disaggregated from the CATS assessment. State data on high school graduations will be used to determine academic attainment of technical education students.

Principals of area technology centers will be provided graduation data and the results of the CATS assessment data for students enrolled in technical programs in area technology centers with Program Memorandum -OVAE/DVTE -99-12 for reporting, analysis, and program improvement for increased student achievement.

Exploratory technical education student enrollment data is collected and is disaggregated by special populations to assure these students have access to and participate in the same quality programs as all other students. This information will be used for program evaluation but will not be included in the accountability report for increased student achievement in vocational technical education in Kentucky.

ACADEMIC CORE PERFORMANCE MEASURE

The goal for academic attainment is technical education student concentrators and completers will master academic knowledge and skills and meet the state academic standards.

The core performance indicator for fiscal years 2002, 2003, 2004 is that academic achievement of technical education students leaving secondary education in each reporting year will increase at least one percent each year.

The 2000-graduation rate for secondary technical students leaving secondary education is 83.44 percent. The numerator is 14,052 and the denominator is 16,841. The adjusted performance level for 2001 is at least 67.99 percent of technical education students eligible to graduate and will graduate. Graduation data from 1999 is the basis for the adjusted performance level for FY 2001.

The numerator for academic achievement in vocational technical education for FY 2001 is the number of program completers and program concentrators who meet the academic requirements for graduation and who leave secondary education in the reporting year. Based on 1999 Kentucky Department of Education statistics, there were 19,436 technical education students who graduated.

The denominator is the number of technical education students who graduated plus the technical education students who left secondary education in the reporting year. There were 29,012 technical education students who graduated and left secondary education in 1999.

Aggregated student achievement results from the Commonwealth Accountability Testing System is now available. Starting with FY 2002, the academic achievement of technical

education students leaving secondary education will be measured by the results of the English/Writing assessment given to 12th graders. The definition of numerator and denominator will remain the same. However, the numbers for the numerator and denominator will change.

There were 1,003 students who scored proficient on the English/Writing assessment and 10,031 who took the test and scored below proficient. Ten percent of the technical education students were rated as proficient in English and writing. The baseline performance level for academic attainment for FY 20001 is 10 percent. The academic attainment level for all other students is 12 percent.

Vocational-Technical Proficiency Achievement

The goal is for all technical education students to master industry-validated knowledge and skills for their chosen career or occupation and to complete the program. Students who complete the technical education programs will be given certificates of completion. There are three certificates to indicate satisfactory program completion. The certificates are program completion, career major completion, and O'Net code completion. Students who complete programs that are certified by national skill standards, but cannot receive their certification until they have worked on the job for a specified period of time have a notation on their program completion certificate. If the student completes a program that has state certification, the notation is also noted on the program completion certificate. Students must meet the requirements of the program to receive program completion certificates.

A state system of skill standards and assessment is in place. Students who complete programs, elect to take the skill standards assessment and pass will be given a skills standard certificate. The skill standards certificate is included with the performance indicator for secondary completion (graduation from high school) with a proficiency credential. The proficiency credential will also include national certifications, such as MOUS, that secondary students may take before they leave school. Two business programs in the area technology centers are certified as MOUS trainers and as test sites. Students who complete these programs in these schools may be tested, if they choose prior to leaving school. If they choose to take the test and pass, they receive their certification.

TECHNICAL CORE PERFORMANCE MEASURE

The goal is for all students who enroll in technical education programs to master knowledge and skills that are based on industry-validated career and technical skill standards.

The performance indicator is the number of students who achieve technical competency, complete programs, and who leave secondary education will increase one percent each year through 2004.

For this school year, 2000-2001, at least 57.40 percent of secondary technical education students who leave secondary education will master the knowledge and skills and complete technical education programs. The numerator for technical attainment is 11,617.

The denominator is the number of students who complete or concentrate in technical education and leave secondary education in the reporting year as well as technical education students who transfer to another program or leave secondary education prior to program completion. The denominator for technical attainment is 20,598.

In 1999-2000, there were 10,700 students who satisfactorily completed technical education programs and left secondary education (numerator). There were 16,625 students who satisfactorily completed programs and left secondary education, who transferred to other programs or who left secondary education (denominator). The core performance indicator is 64.36 percent.

Secondary School Diploma or Recognized Equivalent with Proficiency Certificate

The CATS school accountability system includes the number of students graduating from each high school. A statewide total of the number of graduates is established through the CATS system. The performance measure for high school graduation will be the number of vocational students who graduate from high school as compared to the number of vocational students who graduate leave secondary education in that same reporting year. The base year for the data comparison is 1998-1999.

The goal is for all students who reach a threshold of technical education to graduate from secondary education with a diploma or equivalent to a high school diploma.

The numerator for high school diploma indicator for 2000-2001 is the number of vocational students concentrating in or completing a vocational program, graduating from high school with a diploma or state recognized equivalent, and leaving secondary education in the reporting year. The numerator for 1998-99 is 19,436.

The definition of denominator for 2000-2001 is number of students who concentrate in or complete a vocational program, graduate and leave secondary education plus students who leave secondary education prior to graduation in the reporting year. The denominator for 1998-99 is 29,012.

The core indicator performance measure for graduation from high school for FY 2002, 2003 and 2004 is that the graduation rate will increase one percent each year. The graduation goal is that 67.99 students will graduate from secondary education in June, 2001.

The number of technical education students who graduated from high school in 2000 was 14,052. The number of students who graduated from high school or who left high school prior to graduation was 16,841 for 83.44 percent.

Proficiency Certificate

The state skill standards assessment has been completed. Seventeen skill assessments are developed and implemented for the following programs. Administrative support services, child care, manufacturing, consumer sciences, family services, food services, hospitality services, housing and interior, horticulture, retail services, financial services, marketing, health science, communication, transportation, crop production, livestock production. Representatives from business and industry and teachers developed the standards and assessment instruments. During FY 2000, 6,328 students took the assessment instruments and 930 passed the test for 14.70 percent.

Several programs in area technology center have been nationally certified or state certified. Currently, data is not available on the number of students who are eligible to take the national certifications and who do take the tests.

The performance indicator is the number of students passing the state skill standards assessments. This number will increase at least one percent each year through 2004.

The definition of the numerator for the proficiency certificate is the number of seniors who complete the program and pass the state skill standards assessment. The denominator for the proficiency certificate is the number of seniors who complete the program and who take the state skill standards assessment.

Placement in, Retention in, and Completion of Postsecondary/Advanced Training, Placement in Military Service, or Placement or Retention in Employment

The Department for Technical Education has signed an agreement with the Division of Unemployment Insurance to do a data exchange to identify former students who are employed and the name and address of the employer. The student will be contacted to determine if their employment is related to their training or unrelated and if the training they received prepared them for their employment. The employers are contacted to determine if they are satisfied with the training the employee received and ask for recommendations for program improvement. To identify former students who continue their education in a community or technical college or university, a data exchange between the Council on Postsecondary Education and the Department for Technical Education will be completed. These former students will also be contacted to determine if their education prepared them for continued education or advanced training. Former students who do not show up in these two databases will be sent surveys from the institutions they graduated.

Student follow-up data from the CATS system and the TEDS system (Technical Education Data System) provides information about students who make successful transition to postsecondary education, employment, or the military. Surveys are sent to student's six months after they leave school to collect the successful transition information.

Six month after the initial follow-up, retention follow-up will be completed to see if the students are still enrolled in school or still employed. The match of data between the Department for Technical Education and the Council on Postsecondary Education and the match of data between the Department for Technical Education and the Division of Unemployment Insurance will be the primary method of follow-up. Student satisfaction surveys and employer surveys will be initiated at the local level and entered into TEDS as part of the evaluation and accountability of technical education in Kentucky.

The goal is to have all students who complete technical education to be well prepared and successfully transition to postsecondary education or advanced training, employment, and/or military service.

The numerator for placement is the number of secondary students who completed vocational education programs, received a high school diploma or its equivalent, left secondary education in the reporting year, and were placed in postsecondary education, military, or employment. The numerator, based on 1998-99 data, is 14,677.

The denominator for placement is the number of students who completed secondary vocational education programs, received a high school diploma or its equivalent, and left secondary education in the reporting year. The denominator is 19,436.

The core indicator performance measure for placement is that the placement rate will increase at least one percent each year through 2004. The goal for 2001 is that 76.51 percent of the completers will be placed in employment, continuing education, or the military service.

The placement rate for FY 2000 is based on the number of technical education students who successfully transition to a positive placement. The data is not in a format to get specific successful placement due to problems with the TEDS system. Follow-up surveys have not been entered into TEDS. The number of successful placements after high school graduation was 14,052 technical education students out of 35,823. The core indicators is 39.23 percent.

Due to problems with electronic data system, we do not have the placement results.

<u>Retention in Employment, Postsecondary Education or Advanced Training, and Military Service</u>

Matching student data in TEDS and the Council on Postsecondary Education will follow-up students who completed technical education programs and enrolled in postsecondary education data system. The follow-up is initiated six months after the students leave school. Social security numbers will be used to identify students who enrolled in postsecondary education. It may be possible to do a name match if the names are unusual. Students who enroll in out-of-state schools will receive a survey from their home school.

Six months after the initial follow-up a retention follow-up will be completed to see if the students are still enrolled in school or employed. The match of data between Department for technical Education and Council on Postsecondary Education and the match of data between Department for Technical Education and the Division of Unemployment Insurance will be the primary method of follow-up. Student satisfaction surveys and employer surveys will be initiated at the local level and entered into TEDS as part of the evaluation of technical education in Kentucky.

The retention follow-up after initial placement in employment, continued education, or the military has not been entered into the data system because of electronic problems with the

system in getting the FY 2000 data entered. The follow-up surveys for retention in positive placements will be sent after the initial follow-ups have been completed.

The retention follow-up is the process as the initial follow-up to identify student placements.

Participation and Completion of Nontraditional Programs

The TEDS data system collects information on the number of students who enroll in and complete programs. Kentucky has had a standard to increase enrollment in occupational programs that are nontraditional to gender since the 1990 legislation. The TEDS system collects both the participation in and completion of programs that prepare individuals (underrepresented genders) for employment in occupations identified nationally as an occupation with less than 25 percent of employees of one gender.

The goal is to increase the participation of underrepresented genders in programs that prepare them for employment in nontraditional occupations.

The numerator for participation in nontraditional secondary programs is the number of students in the underrepresented groups who are enrolled in programs that lead to employment in occupations that are nontraditional to their gender in the reporting year. The numerator for FY 2001 is 5,142. The data is based on 1998-99 data.

The denominator for participation in a nontraditional secondary program is the total number of students enrolled in secondary nontraditional programs with underrepresented genders enrolled in the reporting year. The denominator for FY 2001 is 27,235 and is based on 1998-99 data.

The core performance indicator for nontraditional participation is that the participation rate will increase at least one-half of one percent each year through 2004. The 2001 performance goal is that 19.38 percent of students participating in technical education will be enrolled in programs that lead to employment in a nontraditional occupation. There were 986 underrepresented genders enrolled in 2000 in programs that prepared students for nontraditional employment. The total enrollment in those programs with underrepresented genders was 3,772. The was 26.14 percent participation rate.

Nontraditional Program Completion

The goal is to increase the program completion rate by one half of one percent of underrepresented genders in programs that lead to employment in occupations that employ less than 25 percent of one gender.

The numerator for nontraditional program completion is the number of students in underrepresented groups who complete a nontraditional program in the reporting year. The numerator based on 1998-99 data is 1,592.

The denominator is the total number of students including underrepresented genders who completes programs that lead to nontraditional employment in the reporting year. The denominator based on 1998-99 data is 7,512. The indicator is 18.88 percent.

The core performance indicator for nontraditional program completion is that the rate of program completion will increase by one-half of one percent each year through 2004. The goal for 2001 is that nontraditional program completion rate will be 21.69 percent. The performance measure for FY 2000 is 20.45%. There are 1,416 underrepresented genders in programs that prepared individuals for employment in occupations that employed less than 25 percent of genders. The total enrollment in those programs is 6,923.

POSTSECONDARY CORE INDICATORS OF PERFORMANCE

The postsecondary core indicators of performance are similar to the standards and measures implemented for the 1990 Perkins Act. Revisions were made to the indicators and state level of performance during the 1999-2000 school year. The core indicators of performance are the following:

(1) student achievement of challenging State established academic, and vocational and technical, skill proficiencies;
(2) student attainment of a postsecondary degree or credential;
(3) placement in, retention in, completion of postsecondary education or advanced training, placement in the military, or placement or retention in employment; and
(4) student participation in and completion of vocational programs that lead to nontraditional training and employment.

Postsecondary Definitions

A program concentrator is a full-time student who has declared a technical education major and is enrolled in a sequence of courses with industry-validated academic and technical knowledge and skill standards leading to an occupation or career in a one-year or two-year program.

A program completer is a full-time student who completes all the industry validated academic and technical knowledge and skill requirements of a technical education program leading to an occupation with at least a 2.0 GPA and receives a credential or is eligible to receive a credential. The credential may be a certificate, diploma, or an associate degree.

A postsecondary tech prep student is a completer of the secondary portion of the Tech Prep course of study and is enrolled full time as a postsecondary student in the postsecondary portion of the unduplicative course of study that is based on industry validated standards and leads to a credential.

Postsecondary Technical Education Academic Achievement

All public postsecondary institutions require students to achieve at least a 2.0 grade point average out of a possible 4.0 to graduate. The use of the grade point average is to assess the academic achievement of technical education students who complete an associate degree, diploma, or certificate provides consistency among the postsecondary institutions and allows the institutions to complete accountability reports to different agencies. The number and percent of students who attain at least a 2.0 GPA, complete the program and

graduate from or leave postsecondary education is collected from each institution and maintained in the Technical Education Data System.

Data on students who qualify as one of the special populations is collected by the special population categories. They are expected to do as well as all the other students enrolled in technical education programs. Technical education students enrolled in courses required for graduation in technical education programs housed in community colleges are also expected to do as well as students enrolled in transfer programs or all students enrolled in the two year institution. This includes technical education students who meet the definitions of special populations and students enrolled in the tech prep programs.

Students enrolled in technical colleges take applied academics required for each of the vocational technical programs. Currently, all students enrolled in the technical colleges are enrolled in technical education programs. Community colleges and associate degree programs in universities have other two-year programs or in the case of universities the first two years of postsecondary education to compare the academic success of technical education students to the success of all other students enrolled in institutions

Postsecondary Academic Attainment

The goal is for all postsecondary students (concentrators) enrolled in technical education programs to achieve at least a 2.0 GPA (grade point average) out of a possible 4.0 GPA in academics and applied academics that are integrated with the technical education components required by the program.

The core indicator for academic attainment through 2004 is the number of students achieving at least a 2.0 GPA will increase by one percent.

The academic attainment numerator includes the following:

1. the number of full-time students who declared a technical education major and were enrolled in the sequence of courses required for a technical education major;
2. achieved a 2.0 GPA in the required core or applied academic integrated with technical education curriculum for that program;
3. graduated with an associate degree, diploma or certification and stopped participating in the program during the reporting year.

The numerator based on 1997-98 data is 5,333.

The denominator for technical education academic attainment includes the following factors:

1. the number of full-time students who declared a technical education major and were enrolled in the program; and
2. stopped participating in the program during the reporting year.

The denominator based on 1997-98 data is 10,238.

The number of students who completed technical education programs and achieved at least a 2.0 GPA and left postsecondary education during FY 2000 was 4,376. The number of students who completed the program with a 2.0 GPA and left postsecondary education plus the number of students who transferred out of the program or left postsecondary education without completing in FY 2000 was 7,170. The performance measure was 61.03 percent.

Occupational Vocational Technical Proficiencies

The vocational technical proficiencies are based on a 2.0 or above grade point average. In addition, the technical colleges have a competency-based curriculum developed with input from business and industry. Several programs and the instructors are certified by national skill standards, state standards, or other industry based certifications. For programs for which there were no recognized certifications, state program standards and skills were developed prior to the 1990 Perkins Act. They were revised during the 1999-2000 school year. Business and industry representatives were included in the revision of the tests for state certification. Students are encouraged to take the competency tests for skill certification. Students who choose to complete the program requirements and pass the program competency tests receive a diploma. Students who complete the requirements of the program but elect not to take the certification test receive a certificate of completion. Students who complete components of the technical programs with exit points that prepare them for an occupation but do not complete the total curriculum also receive a certificate of completion. Students enrolled in technical education programs in the community colleges graduate with an associate degree.

The goal for technical skill attainment is all technical education students (concentrators) enrolled in technical education programs with industry-validated skills will achieve at least a 2.0 GPA (grade point average) out of a 4.0 GPA.

The core indicator for technical attainment through 2004 is the number of students achieving at least a 2.0 GPA in technical attainment will increase by one percent each year.

The numerator for technical skill attainment is the following:

1. number of full-time students who meet all program requirements with at least a 2.0 GPA and complete the technical education program;
2. graduate or is eligible to graduate from the program/institution with an associate degree, diploma, or certificate of skill proficiency validated by business and industry in chosen field; and
3. leaves the program during the reporting year.

The numerator based on 1997-98 data is 5,333.

The denominator is the following:

1. number of full-time students who declare a major, is enrolled in programs, and leaves the program in the reporting year.

The denominator is 10, 238.

In FY 2000, there were 4,376 students who earned a 2.0 GPA in academic and technical attainment, received or were eligible to receive a credential, and who left postsecondary education. There were 7,170 students who received their credential and left postsecondary education plus students who transferred to another program or left postsecondary education without graduating. The performance measure for FY 2000 is 61.03.

Attainment of a Postsecondary Degree, Diploma, or Certificate

The core performance indicator of student attainment of an associate degree, diploma, or certificate is based on the number of students who completed the technical education program and received or was eligible to receive a degree, diploma, or certificate and left the institution. The goal is that all students enrolled in technical education will earn a postsecondary degree, diploma, certificate or other credential.

The core indicator for attainment of a postsecondary credential through 2004 is the number of students attaining a credential will increase one percent each year.

The numerator for attainment of a postsecondary degree, diploma, or certificate is the following:

1. the number of full-time students who completed courses leading to an associate degree, diploma, or certificate with at least a 2.0 GPA in a technical education program,
2. received or were eligible to receive a credential,
3. and left the program during the reporting year.

The numerator based on 1997-98 data is 5,333.

The denominator is the following:

1. the number of full-time students enrolled in courses leading to a credential in technical education but did not complete the program and left the institution
2. plus the students who received or were eligible to receive a credential, and
3. who left the program during the reporting year.

The denominator based on 1997098 data is 10,238.

In FY 2000, there were 4,376 students who earned a 2.0 GPA in academic and technical attainment, received or were eligible to receive a credential, and who left postsecondary education. There were 7,170 students who received their credential and left postsecondary education plus students who transferred to another program or left postsecondary education without graduating. The performance measure for FY 2000 is 61.03.

During FY 2000, there were 4,376 students who completed the program, received a credential and left the institution. There were 7,170 who completed the program, received a credential and left the institution and who did not complete the program, but left the institution. The core indicator measure was 61.03 percent.

Placement in, Retention in, and Completion of Postsecondary Education or Advanced Training, Placement in the Military, or Placement or Retention in Employment

The goal for the core performance indicator of student placement in advanced training, military, or placement or retention in employment is that all students who complete their programs will continue their education, enlist in the military, or become employed.

The number of students who complete postsecondary education programs and become employed, continue education or enter the military will increase one percent each year through 2004.

The numerator for postsecondary placement is the following:

1. the number of students completing a postsecondary program in the reporting year, and
2. who are placed in further postsecondary education or advanced training, employment and/or military service within six months after stopping participation in the postsecondary program.

The numerator based on 1997-98 data is 3,842.

The denominator for postsecondary placement is the number of students who completed the postsecondary program during the reporting year.

The denominator based on 1997-98 data is 5,333.

The initial follow-up after program completion/graduation has not been entered into the data system because of electronic problems with the system for FY 2000. The follow-up surveys have been sent to the schools to start the follow-up. When the data is available, adjustments will be made.

Currently former students are followed up six months after they leave the institution. A standard survey form is sent to teachers of the former students. Teachers contact the students either by mail-out of the survey or phone calls. The survey asks the former students to check whether or not they are employed in field for which trained, unrelated employment, continuing education, or the military. When the students respond to the survey, the employer identified in the student follow-up is contacted to see if the technical education training was relevant and to seek input from the employer about changes that need to be made in the programs.

Because of problems with the data system, the follow-up information has not been entered into the system. The postsecondary placement rate for the baseline data was based on 1997-98 school year. The 1998-00 placement figures are 90 percent of students that were successfully placed in employment, continuing education, and the military. There were 1,064 program completers. The performance measure is 85.24 percent.

<u>Postsecondary Retention in Employment, Continuing Education, and Military Service</u>

The goal is for all students who complete postsecondary education to be prepared to transition to and be retained in employment, continuing education, military service, or a combination of the positive placements.

The core performance indicator is that the retention rate of students in positive placements will increase by one percent each year through 2004.

The numerator for postsecondary retention is the following:

1. number of students who completed a program;
2. were placed in further postsecondary education or advanced training, employment, and/or the military service in the reporting period; and
3. were retained in one or more of these types of placement within six months after initial follow-up. (This would be one year after leaving the technical program.)

The numerator survey compiled in 1997-98 is 1,390.

The denominator for postsecondary retention after placement is the following:

1. number of students who completed a postsecondary technical education program,
2. who were placed in further postsecondary education or advanced training, employment, and/or the military service in a reporting year.

The denominator is 3,842.

Follow-up for retention in employment and/or continuing education will be initiated one year after the students leave the program. The plan is to do the retention in employment by matching the unemployment insurance records and the student data system records for vocational technical education. This follow-up through unemployment insurance will be initiated during the 2001-2002 school. Employers will be surveyed to evaluate the quality of the programs the students completed. Retention in continuing education at the state universities will be determined by matching TEDS data and the Council on Postsecondary Education data.

Student Participation and Completion of Vocational Programs That Lead to Nontraditional Training and Employment

The preparation for nontraditional employment core performance indicator is increase the participation rate of underrepresented gender groups in programs that prepare individuals for nontraditional occupations. Nontraditional occupations are defined as occupations that employ less than 25 percent of one gender. Programs offered in Kentucky are matched with national occupational employment data to identify which programs prepare individuals for nontraditional employment. Underrepresented genders enrolled in those programs are totaled to identify the number of underrepresented genders participating in occupations leading to nontraditional employment.

The numerator for underrepresented gender groups is the number of students who are the underrepresented gender groups participating in a nontraditional postsecondary program in the reporting year. The numerator baseline is 1,626 and is based on 1998-99 data.

The denominator is the total number of students participating in nontraditional postsecondary programs in the reporting year. The denominator is 14,447.

The performance indicator is to increase by one half of one percent the number of underrepresented gender students who participate in programs that lead to nontraditional employment.

The number of underrepresented genders participating in programs that were nontraditional to their genders for FY 2000 is 438. The total number of students who were enrolled in programs that had underrepresented genders enrolled is 2,730. The core indicator performance for nontraditional participation is 16.04 percent.

Completion of Programs That Lead to Nontraditional Employment

The goal for the core performance indicator for nontraditional program completion is to increase the number of program completions of underrepresented genders. The numerator and denominator figures are based on 1998-99 program completer information.

The numerator is the number of students in underrepresented gender groups who complete a nontraditional postsecondary program in the reporting year. The numerator is 329 and is based on 1998-99 data.

The denominator is the total number of students who completed a nontraditional postsecondary program in the reporting year. The denominator based on 1998-99 data is 3,366.

The core performance indicator is to increase the underrepresented gender group program completers by one half of one percent each year through 2004. The number of underrepresented genders who completed nontraditional programs for 1999-2000 is 318. The total number of students enrolled in those programs with underrepresented genders is 10.25 percent. The performance indicator is 31.02 percent.
[Section 113(b)(2)(A)(I-iv)]

6. STATE LEVEL OF PERFORMANCE

Secondary

Secondary Academic Achievement

The state performance indicator for academic attainment for secondary technical education is the high school graduation rate of technical education students for fiscal year 2001. The number of technical education students graduating June, 1999 established the baseline data to measure improvements. In 1999, 66.99 percent of technical education students graduated from high school. The adjusted performance level for FY 2001 is 67.99 percent will graduate.

Aggregated test results from CATS for technical education students is now available. Starting with FY 2002, the academic attainment state performance measure will be the increase of technical education students who score proficient on the state assessment in English/Writing. The English/Writing assessment is given during the senior year. The

number of technical education students who score proficient on the English/Writing assessment will increase one percent each year. The baseline is 10 percent. The performance rate for 2002 will be 11 percent; 2003 will be 12 percent; and 2004 will be 13 percent.

Vocational-Technical Attainment

The state level of vocational technical attainment performance for secondary technical education is the program completion rate. The 1998-99 program completion data is the base year. The baseline percentage of students completing secondary technical education programs is 56.4 percent. The state performance level for FY 2000-2001 is 57.40 percent of technical education students will satisfactorily complete programs. Students who complete a technical education program receive a certificate of completion.

The state performance measure for 2001 is 57.40 percent; 2002, 58.40; 2003, 59.40; and 2004, 60.40.

Secondary School Diploma or Recognized Equivalent

The state level of performance for the attainment of a high school diploma or its equivalent is the graduation rate of technical education students. Baseline data is based on graduation rates in 1998-99. The baseline percentage for technical education graduation rate is 66.99 percent. The state performance level for high school completion for FY 2001 is 67.99 percent of secondary technical education students (concentrators) will graduate from high school.

The state performance measure for high school graduation 2001 is 67.99 percent; 2002, 68.99 percent; 2003, 69.99 percent, and 2004, 70.99 percent.

Secondary Completion with Proficiency Certificate

State skill standards assessment for 17 programs have been implemented. During the 1999-2000 school year, 6,328 students were tested; 930 students passed the test. The percent of students graduating from secondary schools with a proficiency certificate is 14.70%. The number of students taking the technical proficiency tests will increase one percent each year through 2004.

The state performance measure for 2002 is 15.70 percent; 203, 16.70 percent; and 2004, 17.70 percent. Students who receive national and state certifications will be included in the proficiency certificate performance measure for FY 2003. The certification given to secondary students will be identified and included in the performance measure for 2003.

Placement in, Retention in, and Completion of Postsecondary/Advanced Training, Placement in Military Service, or Placement or Retention in Employment

The state level of performance for successful transition to postsecondary education or advanced training, employment, and/or military service is based on the 1998-99 successful transition rate of secondary technical education students. The baseline percentage of successful transition is 75.51 percent. The state level of performance for successful

transition to postsecondary education or advanced training, employment, and/or military service is 76.51 percent. The state performance measure for 2001 is 76.51 percent; 2002, 77.51 percent; 2003, 78.51; and 2004, 79.51.

The state level of performance for retention in employment, continuing education and the military is yet to be determined.

Participation and Completion of Nontraditional Programs

The state level of performance to increase participation of underrepresented genders in programs leading to nontraditional employment is based on enrollment data in programs that represent occupations that have less than 25 percent of one gender employed. The baseline percentage of participation by underrepresented genders is 18.88 percent; it is based on 1998-99 enrollment. The state level of performance to be achieved in 2000-2001 is 19.38 percent.

The state performance measure is to increase the participation rate of students enrolled in programs that lead to employment in nontraditional occupations by one-half of one percent each year. The state performance measure for 2001 is 19.38 percent; 2002 is 19.88 percent; for 2003 is 20.38 percent; and 2004 is 20.88 percent.

Nontraditional Program Completion

The state level of performance to increase the program completion rate of underrepresented genders in programs that lead to employment in occupations that employ less than 25 percent of one gender is based on program completion data for 1998-99; the baseline percentage for program completion is 21.19; the state level of performance for FY 2000-2001 is 21.69 percent.

The state performance measure for nontraditional program completion for 2001 is 21.69 percent; 2002 is 22.19 percent; 2003 is 22.69 percent; and 2004 is 23.19 percent.

Postsecondary

Academic Achievement

The state performance level of academic achievement of students who stopped participating in technical education will increase at least one percent each year. The 2001 goal is that at least 53.09 percent of postsecondary students, including students identified as one of the special population groups and students enrolled in Tech Prep programs, who complete technical education programs will achieve at least a 2.0 academic grade point average. This state level of performance includes all technical education programs in each institution that receives funds from this Act. Students enrolled in technical programs will achieve the same challenging academic proficiencies as all other students enrolled in two-year non-technical programs that lead to a degree, diploma, or certificate.

This performance goal is based on the number of students who complete technical education programs and receives a credential. All students have to achieve at least a 2.0 GPA to remain in school.

The performance goal for 2002 is 54.09 percent, for 2003, 55.09 percent; and 2004, 56.09 percent.

Occupational Achievement

The state performance level of technical educational attainment will increase at least one percent each year. The 2001 performance goal is at least 53.09 percent of postsecondary technical education students who stop program participation, including special populations and tech prep students, will achieve at least a 2.0 GPA in technical courses or equivalent units of instruction leading to a credential for employment, military, or advanced education. The state level of performance includes all technical education programs in each institution that receive funds from this Act.

The performance level of technical educational attainment is based on the number of students who complete technical education programs and receive a credential or is eligible to receive a credential. All students have to achieve at least a 2.0 GPA to remain in school.

The performance goal for 2002 is 54.09 percent; for 2003, 55.09 percent; and 2004, 56.09 percent

Attainment of a Degree, Diploma, or Certificate

The state level of performance for the attainment of an associate degree, diploma, or certificate will increase at least one percent each year. The goal for 2001 is 53.09 percent of students will complete the program and graduate from the institution with a credential or is eligible to receive a credential. This includes all students (special populations and tech prep) enrolled in technical programs. This calculation is based on students who exit the program with a degree, diploma or certificate and does not include transfers. This state level of performance includes all technical education programs in each institution that receives funds from this Act.

The performance level of attainment of a degree, diploma, or certificate is based on the number of students who completes technical education programs and receives a credential or is eligible to receive a credential. All students have to achieve at least a 2.0 GPA to remain in school.

The performance goal for 2002 is 54.09 percent; for 2003, 55.09 percent; and 2004, 56.09 percent.

Placement in, Retention in and Completion of Postsecondary Education or Advanced Training, Placement in the Military, or Placement or Retention in Employment

The state level of performance for student placement in continuing education, military or employment is that the placement rate for students including special populations and Tech Prep will increase one percent each year. The goal for 2001 is 73.04 percent of the students, including students who are in the special populations and enrolled in tech prep, who complete technical education programs will be placed in employment, continuing education, or military service six months after leaving the institution. This state performance level includes all technical education programs in each institution that receives funds from this Act.

The performance goal for 2002 is 74.04 percent; 2003, 75.04 percent; and 2004, 76.04 percent.

Postsecondary Retention

The postsecondary retention in advanced training, other postsecondary education, military, and employment state performance measure is the retention rate will increase at least one percent each year. The baseline retention rate is based on 1997-98 survey data. The baseline performance measure is 37.20 percent of students placed in one of the categories were retained in one or more of these categories. The retention performance measure for 2002 is 38.20 percent; 2003, 39.20; and 2004, 40.20. This state performance level includes all technical education programs in each institution that receives funds from this Act.

Student Participation and Completion of Vocational Programs That Lead to Nontraditional training and Employment

Nontraditional Preparation

The state performance level for student participation, including students identified as special populations and tech prep, in vocational technical education programs that lead to nontraditional training and employment is to increase the participation rate of underrepresented genders by one-half of one percent (.05) each year. The goal for 2001 is 11.75. This performance measure applies to all technical education programs in each institution that receives funds from this Act.

The performance goal for nontraditional preparation for 2002 is 12.25 percent; 2003, 12.75; and 2004, 13.25.

Nontraditional programs are identified as those programs that were cross-walked occupations with less than 25 percent of one gender employed in that occupation. The cross-walk is based on national employment data.

Nontraditional Program Completion

The state level of performance for students, including special populations and tech prep students, who are underrepresented genders completing nontraditional programs will increase at least one-half of one percent (.05) each year. This performance measure applies to all technical education programs in each institution that receives funds from this Act. The performance goal for nontraditional program completion for 2001 is 10.25. This performance measure applies to all technical education programs in each institution that receive funds from this Act.

The performance goal for nontraditional program completion for 2002 is 10.75; 2003, 11.25; and 2004, 11.75.

Nontraditional programs are identified as those programs that were cross-walked with occupations with less than 25 percent of one gender employed in that occupation. The crosswalk is based on national employment data.

Secondary and Postsecondary

Kentucky vocational technical education conducts student follow-ups to determine the effectiveness of the programs. Six months after the student leaves or completes the program a student initial follow-up is sent to every student. Former students identify what they are currently doing and identify the name and address of the employer if they are working. The former students rate the effectiveness of their education and are given an opportunity to make suggestions for improvement. In the past the employer follow-up was based on the employment information the student identified on the initial student follow-up. The Department for Technical Education has made arrangements with the Division of Unemployment Insurance to follow-up the employed students by matching their social security numbers with unemployment insurance information. Employers will be identified and a program effectiveness survey will be mailed to the employers to see if they are satisfied with the academic/technical preparation of the students and to offer the employers the opportunity to make suggestions for program improvements. Students will

also be contacted to determine if they are employed in occupations that are related to their technical education program.

To determine initial placement in continuing education, student data in TEDS will be matched from the Council on Postsecondary Education. Six month after the initial employment/continuing education follow-up, the students who were employed or continuing education will be followed to determine if they are still positively placed. The employment retention will be secured through the unemployment insurance records and contact with former students; the continued education retention will be secured through the Council on Postsecondary Education and contact with students.

7. ADDITIONAL PERFORMANCE INDICATORS

Secondary and Postsecondary

There are no additional performance indicators for secondary and postsecondary vocational technical education.

8. STATE LEVEL OF PERFORMANCE FOR ADDITIONAL INDICATORS

Secondary and Postsecondary

There are no additional state levels of performance for secondary and postsecondary vocational technical education. [Section 113(b)(3)(B)]

Improvement Plans

The state shall annually evaluate results of each eligible recipient's performance measures and vocational technical activities. If the state determines that a recipient is not making substantial progress in achieving the levels of performance, the state shall do the following:

1. Conduct an assessment of the educational needs that the eligible recipient shall address to overcome the performance deficiencies;
2. Enter into an improvement plan based on the results of the assessment.; and
3. Conduct regular evaluations of the progress being made toward reaching the levels of performance.

The state evaluation shall be conducted in consultation with teachers, parents, other school staff, appropriate agencies, and other appropriate individuals and organizations.

Failure to Meet Performance Levels

The state agency may, after notice and opportunity for a hearing, withhold all or a portion of an eligible recipient's funds. This provision applies if the eligible recipient fails to meet the levels of state performance, has not implemented an improvement plan, or has failed to meet the state performance levels for two or more consecutive years. [Section 123]

9. ANNUAL EVALUATION OF VOCATIONAL TECHNICAL PROGRAMS AND NONDUPLICATION WITH OTHER EXISTING FEDERAL AGENCIES

The eligible agency, Kentucky Department for Technical Education, will annually evaluate the effectiveness of vocational technical education programs by using the core indicator performance data for each program in each institution as well as eligible recipients performance levels in meeting the state adjusted levels of performance. The Technical Education Data System (TEDS) is the depository for the following data: program enrollments and completions; graduations from secondary and postsecondary education institutions; placement into employment, advanced education, or military service; retention in the positive placements; participation of students enrolled in programs that are nontraditional to their gender; and completion of programs that are nontraditional to one gender or the other. The TEDS system includes a program assessment section to identify students who pass state and national certifications as well as program grade point average. The data in the system is used to calculate the performance rates each year and compare the performance rates to the prior year(s) for continuing technical education program improvement.

Information from student follow-ups and employer follow-ups is also entered into the TEDS system. This provides placement and retention information and documents how well prepared the students were for employment and/or continuing education. Programming for the data transfer with the Division of Unemployment Insurance is in process.

Institutions have access to their own data and can share the aggregate information with other existing Federal programs to prevent duplication or to complete performance reports.

In addition to the TEDS data, the personnel from the eligible state agency and other state agencies will visit programs to conduct programmatic and financial audits, verify that the requirements of the Act have been met, and review the use of the internal and external evaluation recommendations to eligible recipients to make program improvements. Teachers, students and administrators in each school conduct the internal program evaluation. The external evaluation is conducted by representatives from business and industry, labor organizations, representatives of special populations, parents and representatives from the community.

The validation process will include the following aspects of technical education: integration of related academics with technical education curriculum and activities in the classroom; the application of information and skills learned during professional development activities in the classroom; identification of educational barriers in the programs that prevent or lowers the success of students enrolled in the program; development and implementation of strategies to eliminate the barriers; and the success in eliminating the educational barriers.

Individuals who meet the definition of special populations will be identified in the data system. When core indicator data for programs/institutions and state performance measures data are analyzed, the performance of each special population group will also be included. A report will be generated that will compare the performance levels of each special population group to all technical education students' performance in the State adjusted performance measures. Students, including special populations, enrolled in Tech Prep programs are also identified in the TEDS system. Special populations students'

achievements in terms of the State adjusted performance measures will be compared to all tech prep students achievements. Other state education agencies will provide an annual report of the program and financial audits. The reports will be incorporated into a statewide report. The report will provide information for the Consolidated Annual Report.

Area Technology Centers--Preparatory Program Assessments

All technical education area technology centers operated by the Kentucky Department for Technical Education and the area technology centers operated by local boards of education will be assessed to determine if the program content and teaching strategies prepare students with the knowledge, skills, and competencies needed by business and industry. Programmatic criteria are in place to conduct the program assessment. Program consultants conduct the reviews and make recommendations for programmatic change. After the recommendations are implemented, a team of business and industry and university representatives will review the programs to validate that the programs teach industry validated skills and competencies and meet the industry standards. Recommendations from the external review by business and industry and the university representatives will be forwarded to the Commissioner for Technical Education and the Commissioner of the Department of Education for their consideration.

The results of the program evaluation by Department consultants, business and industry representatives and university representatives, each area center's external evaluation results, and the Commissioners' action will be the annual evaluation for meeting Perkins requirements. While the program consultants are reviewing the programs, at least one representative from the Federal Programs Branch will be a member of the team. The evaluation conducted by an individual from the Federal Programs Branch includes a financial audit, a validation review that the requirements of the Act have been met, the identification of program improvements that have been made, and identification of other improvements that need to be made. Personnel from area centers will summarize in the local application the results of their internal and external annual evaluations, program assessment by Department consultants, and the external evaluations by the local and state business and industry representatives. Area centers under jurisdiction of local school districts will use evaluation results to complete the consolidated plan. Funds from this Act shall be used to develop and implement the local external program evaluation. The results of the program assessments will be used to identify the improvements to be made with Perkins funds and to project the level of improvement to be made.

Local School District Programs

A technical education program profile for each high school and the state will be developed each year. The profile includes aggregate test data for each academic achievement level at the 10th, 11th and 12th grades for technical education concentrators. The profile also includes the aggregate test results for all students enrolled at the school level and state level. Aggregated academic achievement data of students identified as special populations will be compared to the aggregated data for all of technical education academic achievement. Technical education students identified as special populations will increase at the same rate as all other technical education students.

The profile will include the number of students who take the skill standards assessment and the number of students who pass the test.

Local and state profile information identifies the type of technical assistance to be provided for improving programs and increasing student achievement. During the technical assistance visits, financial and programmatic audits are conducted to verify that the requirements of the Act are met. The audit will include the review of the internal and external program evaluation recommendations for program improvement and the use of funds to make program improvements with the federal investment. The external evaluation group includes business and industry representatives and community leaders. Funds from this Act shall be used to develop and implement the external evaluation. Results of the internal and external evaluation is included as components of the consolidated plan. The consolidated plan (local application) for program improvement reflects the evaluation results and the planned improvement will be based on the evaluation results.

Postsecondary Institutions

The postsecondary institutions will develop and implement an internal program evaluation that will profile achievements for each technical education program in the institution. The profile will include indicators of student academic and technical attainment in knowledge, skills, and competencies related to the occupational choice of the student. This information will be used to focus on effectiveness of instructional strategies and technical education curricula in meeting the educational needs of all students enrolled in each program. The program and institution profile will also include graduation rates; placement and retention rates in employment, advanced training or military service; students' participation rate in and completion rate of nontraditional programs for nontraditional employment.

Program information about students who are identified as members of the special population groups will be disaggregated and compared to all other students enrolled in technical education programs to assure the special populations have access to the same quality of instruction. Each institution has access to its student information in the Technical Education Data System and the reports generated by TEDS for the institutional internal evaluation as well as providing the aggregated reports to the individuals who conduct the external program evaluation. The results of the external program evaluation in conjunction with the internal evaluation results must be used in determining program improvements to be made with funds provided by this Act.

Each eligible postsecondary institution will conduct an annual external evaluation of all technical education programs in the institution. The members of the external evaluation team will be individuals from business and industry, labor organizations, representatives of special populations, students, teachers, and parents. Funds from this Act shall be used for the implementation of the external evaluation. Information from the internal and external evaluations shall be used in determining program improvements that are needed and how the allocation of funds from this Act are used for program improvements.

All Technical Education--Academic and Technical Attainment

In cases where one test is given to students to determine their academic and technical education achievement levels, each institution must assure that students are given a

reasonable number of opportunities to demonstrate mastery and the students have had an adequate opportunity to learn the material being tested. (The Use of Tests as part of High-Stakes Decision-Making for Students, A Resource Guide for Educators and Policy-Makers) Reference - Office for Civil Rights.

Local schools are encouraged to coordinate local professional activities to eliminate duplication of in-service programs. Each local school is responsible for identifying appropriate professional development and for having evidence of making changes in programs and/or instructional strategies related to their experiences. Statewide professional development will be coordinated to avoid duplication.

Non-duplication

Eligible institutions are responsible for coordinating program evaluations to avoid duplication with other federal programs such as the Workforce Investment Act. Eligible institutions are responsible for submitting evaluation reports with findings, recommendations, and plans for program improvement to the eligible agency. [Section 122 ©(6)]

10. STUDENT DATA REPORTING

Data is collected for all vocational/technical education students in Kentucky and housed in the data system called "Technical Education Data System" or TEDS. The data system includes demographic information, program enrollment, program completion, placement and retention, graduation, and participation in and completion of programs that are nontraditional to gender. The system includes indicators to identify students who meet the definitions of special populations. Students enrolled in Tech Prep programs are identified with an indicator or data field as tech prep enrollees.

Kentucky will identify all students as either preparatory (concentrators) or exploratory. Preparatory students are those who enroll in a vocational/technical program with the intention of completing the courses/tasks/competencies required for a credential. Exploratory students are those who enroll in one or two classes and do not plan reach a threshold of or complete a technical education program

Student exit information is collected when the student completes the program, leaves the program, or transfers to another program or institution. Students who satisfactorily complete the program (2.0 GPA or better) and receive a credential will be considered to have made satisfactory progress in academic and technical attainment. Students who satisfactorily complete the program includes students who elect to take and pass technical education certification tests or program assessments at the end of the program. These students are identified in the data system.

Students who complete a program or leave a program and become employed, continue education, or enlist in the military will be followed-up six months after they complete or leave the program. Six months after they have been placed in one of the positive placements mentioned above, a second follow-up will be conducted to see if former students are still in the initial positive placement or in another positive placement. Currently the follow-up forms and the names of students from the institution is generated by each

institution from TEDS. The school is charged with acquiring the information from former students to assist in measuring effectiveness of technical programs.

An agreement with the Division of Unemployment Insurance has been signed to do a data exchange to identify students who are employed and the place of employment. The information will be given to the schools to do the student follow-up as well as the employer follow-up. The employer follow-up data is use to evaluate program effectiveness in providing high quality education and training for the occupation. For students not in the UI records, individual schools are responsible for conducting the follow-up and reporting the information for meeting performance measures as well as program effectiveness. The programmer is defining the data exchange program so as to match UI data with other data systems. If accomplished this will eliminate some duplication.

A data transfer with the Council on Postsecondary Education will provide student follow-up information on students who complete a technical education program and enroll in postsecondary education or advanced education/training in Kentucky. The data in TEDS (Technical Education Data System) will be matched with the data at the Council. [Section 122 (C)(12)]

11. COMPLETE, ACCURATE, AND RELIABLE DATA

The technical education data system has edits that require certain data be maintained for students in preparatory and exploratory program. Schools report enrollment to the Kentucky Department for Technical Education Central Office at designated times throughout the school year. This reporting schedule allows the comparison of actual results with expected outcomes.

Detailed guidelines for reporting vocational/technical programs are provided to each eligible recipient through written/electronic communication, workshops, and telephone assistance. Each institution has an approved list of programs that are offered in the school for which data is collected. A comparison is made of programs with data to the approved list of programs offered at the local level.

The chief executive officer of each eligible institution signs an Assurance Certification to meet all legal requirements accordance with federal and state laws and regulations. The agreement between the Department for Technical Education and/or its designee is binding. [Section 122 (C)(20)]

12. COMMON DATA COLLECTION AND REPORTING PROCESSES

The common student achievement performance indicators for the Carl D. Perkins Vocational and Technical Act of 1998 and the Workforce Investment Act of 1998 are: placement and retention in employment; attainment of a diploma or an equivalent, degree, and/or certificate; placement and retention in continuing education or military service. The follow-up of students enrolled in vocational technical education programs includes earnings received, but is not a performance indicator as it is in the Workforce Investment Act activities. Recipients of Perkins funds and WIA will complete follow-up of participants and employers to determine customer satisfaction.

The Workforce Investment Act State Plan did not identify measures of performance other than six months earnings in unsubsidized employment. Secondary student indicators are the same except for the Workforce Investment Act work readiness requirements.

The Department for Technical Education and the Department for Training and ReEmployment will coordinate the core performance so that duplication will be avoided. The TEDS system will collect technical education data for secondary and postsecondary students. [Section 122(C)(21)]

IV. SPECIAL POPULATIONS AND OTHER GROUPS

A. Descriptions

1. PROGRAM STRATEGIES FOR SPECIAL POPULATIONS

Program strategies for students who are members of the special populations categories and who are enrolled in a technical education program will be the following:

improve the quality of vocational technical education programs,
ensure equal access in recruitment and enrollment in the full range of vocational technical programs,
promote excellence in education and high expectations,
develop a continuum of programs, services and activities to assist in achieving success,
assist eligible institutions in providing alternative programs, and
promote preparation for training and employment in occupations that are nontraditional to gender.

Some of the activities will include professional development for teachers and staff that address strategies to modify curriculum, integrate academic and technical education and working with individuals with diverse learning needs. Other activities will include identifying educational barriers that may result in lowering access to and participation of special populations in vocational technical programs. Educational barriers for each student will be identified and appropriate strategies will be implemented. The programmatic successes of students who are members of special populations will be one of the criteria for assuring special populations students receive the same quality of education as all other technical education students. Students who have educational barriers will be provided with appropriate and reasonable individualized support services to eliminate the educational barrier. Funds may be used only for the support service provided to the individual student as identified in the student's education plan.

A system of advocacy for special populations will be developed and implemented by eligible recipients to assure special populations students have access in recruitment, enrollment and placement activities and participate in the same quality programs as all other students.

Public relations/awareness of vocational technical programs to inform students, parents, and educational agencies of programs and services available to special populations will be expanded to include opportunities for students to participate in programs that prepare individuals for nontraditional careers.

Career information will be available that will emphasize all aspects of the industry. The information will include various competencies needed by workers in a variety of occupations within a particular industry. The competencies that are common to several of the occupations will be organized so that the students have a better understanding of the opportunities in specific industries. New and emerging occupations in Kentucky and the United States will be accessible to students enrolled in technical education programs.

In regard to the needs of special populations, vocational technical education will collaborate with the Division of Exceptional Children, Title I, and Vocational Rehabilitation agencies in developing and implementing programs and services for special populations. [Section 122 (C)(7)]

2. EQUAL ACCESS TO ACTIVITIES UNDER PERKINS III

Individuals who are members of special populations will be provided with equal access to vocational technical activities, services, and programs through the following processes:

technical assistance in assessment of interests, abilities and special needs of individuals who are members of special populations;

development of guidelines and strategies to assist eligible recipients in identifying educational barriers that result in lower access to participation in programs, services and activities that results in lower achievement success for specific populations.

Equal access recruitment and enrollment in the full-range of vocational technical education programs and promotion of excellence for all students will be monitored through the state accountability system. Academic achievement of students enrolled in vocational education as well as enrollment, completion, and placement data in the TEDS (Technical Education Database System) formerly known as VESIS will provide quantitative information on access. Results of the Methods of Administration (civil rights compliance) desk audits and on-site visits will be used as criteria to determine equal access for all students. Eligible recipients not demonstrating adequate performance will be requested to submit a remediation plan.

Support services, related to curriculum modifications, equipment modification, classroom modifications (seating arrangement) supportive personnel, and instructional aids and devices, will be provided for individuals identified as "special populations". The provision of support services must be based on an individual education plan or work plan that is a referral from IDEA, Vocational Rehabilitation, ADA, or Section 504. The individualized support services will enable the special population students to compete with the general student population and to receive

full benefits from vocational-technical programs. Support services may be used only for students enrolled in vocational technical education programs and may not be used to maintain general remediation programs. To avoid duplication of programs and services, students needing general remediation should be referred to the appropriate class or agency that provides remedial education. Services may range from a short term preparatory class for nontraditional students that provides foundation skills specific to the occupation, tutorial services, assistance to secure financial aid and referrals to other agencies for assistance with other barriers to training and employment. [Section 122 (C)(8)(A)]

3. SPECIAL POPULATIONS WILL NOT BE DISCRIMINATED AGAINST ON THE BASIS OF THEIR STATUS

To ensure student nondiscrimination, each eligible recipient will identify an individual to monitor programs and procedural guidelines will be available for each eligible recipient.

Records and data will be reviewed during monitoring visits and the core performance indicators will be analyzed to determine equal access and participation in quality programs. Local applications will be reviewed to ensure the plans provide for equal access and participation in programs and that barriers for these students have been identified and a plan has been developed to eliminate the barriers, biases, and stereotypes. The civil rights compliance audits and on-site visits will also assist in assuring all students have a fair and quality vocational education program. After each visit, a report of the findings will be sent to the chief school officer. [Section 122 (c)(8)(B)]

4. **PROGRAMS DESIGNED TO ENABLE SPECIAL POUPLATIONS TO MEET OR EXCEED STATE ADJUSTED LEVELS OF PERFORMANCE AND WILL BE PREPARED FOR FURTHER LEARNING OR HIGH SKILL, HIGH WAGE CAREERS**

A continuum of programs, services, and activities to assist special populations in achieving success in vocational technical education will be developed. The continuum will include supplemental (support) services for an individual that addresses the specific barriers to the individual's successful participation in vocational technical education programs. A monitoring program will be developed, and technical assistance will be provided during the monitoring process to assist progress toward stated goals and objectives.

Adjusted levels of performance will provide a database for determining progress made in academic and technical achievement for special populations in relation to all vocational students.

Procedures for collaborating with other agencies to provide in school and transitional services to special populations will be identified. In addition, each eligible recipient will continue to provide information to students, parents, and others of program services available for special populations. The career information program will expand to include information on all aspects of the industry to show

students, parents, and others the variety of opportunities available to them and the academic/technical skills and competencies needed in careers.

Professional development for vocational technical teachers will be coordinated through teacher education. Each institution in its local application will provide strategies for assisting special populations by eliminating the barriers to education for each individual.

Analysis of student performance will be completed on an annual basis to determine if student programs are meeting the State identified levels of performance as coordinated through the Department for Technical Education, Department of Education the Kentucky Community and Technical College System, and the university system.

Staff development will be provided to eligible recipients on high skills, adaptations, all aspects of industry, and technology to impact student success.

Follow-up activities regarding vocational and technical education completers and leavers will be completed at the local level. The activities include exit interviews to determine reasons for leaving a program; assist leavers in redirecting their goals through the services of outside agencies; and establish procedures to link secondary to postsecondary education or transition to employment. [Section 122 (c)(8)(C)]

5. STUDENTS IN ALTERNATIVE EDUCATION PROGRAMS

Eligible recipients through the local needs assessment are to identify programmatic needs for all special populations including students in alternative programs. Provisions are to be made for local educational agencies to make available vocational programs and services to students attending private, religious or home schools.

Assistance will be provided to educational agencies to provide alternative programs for special populations through collaborative efforts with the Department for Juvenile Justice for students in youth development centers. In-service sessions will be designed to address the application of workplace readiness in the curriculum in these programs. Staff from secondary vocational education will provide technical assistance for program development and transitional services to staff in residential centers.

Students enrolled in alternative programs or schools will have access to the area vocational centers when appropriate. [Section 122 (c)(13)]

6. PREPARATION FOR NONTRADITIONAL TRAINING AND EMPLOYMENT

Funds designated for preparation for nontraditional training and employment will be used to provide direct services to secondary students not enrolled in vocational technical programs and for adults who are interested in enrolling in postsecondary technical education programs. These services will include an introduction to nontraditional occupations within careers; a comparison of individual perceptions of

what the nontraditional worker does to the actual competencies and skills required for the job.

This orientation will include all aspects of the industry with emphasis on the math, science, and communication skills necessary for success. The individuals will participate in workshops to perform academic and technical hands-on experiences that are related to nontraditional occupations. Role models may be included in the orientation. The services will also include problem-solving situations that help individuals make choices. Such activities will be real life financial management problem solving, wages/working conditions and opportunities to continue increasing their skills and competencies.

These services for preparation for nontraditional training and employment will be available to all eligible recipients. One full time person and two part-time persons will be responsible for providing these services throughout the state.

Technical assistance to teachers, counselors, and administrators on the nontraditional activities as well as other equity issues will be provided.
The nontraditional training and completion indicators of state performance will also be monitored. The information will be used to identify eligible institutions that need technical assistance. [Section 122 (c)(17)]

7. INDIVIDUALS IN STATE CORRECTIONAL INSTITUTIONS

Funds designated to serve individuals in state correctional institutions will be used for program improvement and the promotion of access to success of incarcerated students. The funds will be used to improve vocational technical programs, provide access to career information, improved career guidance and counseling, updated equipment to match curriculum that is current with business and industry requirements, and current instructional materials/aids, and professional development. Professional development will include technical update workshops or seminars to keep instructors aware of the changes in their area of expertise; application of integration of academic and technical skills; and to increase knowledge and best practices for working with members of special populations. [Section 122 (c)(18)]

V. TECH PREP

Section A.

1. The Guidelines for Planning, Developing, and Implementing Tech Prep in Kentucky specifically state that applications for new Tech Prep sites must be developed by at least one secondary and one postsecondary partner and that they must prepare a proposal which includes assurances and commitment of joint planning. Requirements for continuation funding include both partners planning and developing secondary/postsecondary course sequences for all vocational-technical program areas offered. After planning these secondary/postsecondary sequences of courses, the partner's work together to establish articulation agreements.

   The three statewide articulation agreements for Early Childhood Education, Electronics and Engineering Technology, and Computer Related Education are in the process of being revised and updated. A committee composed of representatives from the Department of Education, Department for Technical Education, and the Kentucky Community and Technical College System are reviewing and exploring the possibility of additional agreements.

2. Each approved Tech Prep site must develop secondary/postsecondary course sequences with a minimum 2 + 2 provision. Tech Prep is identified as sequenced secondary/postsecondary courses leading to a postsecondary educational outcome.

3. Kentucky has developed learning goals and academic expectations for all students. The academic expectations, which are broad in nature, have been further defined as core content. The core content is then used to develop assessments for the students who are used to determine the school's success in addressing the academic expectations. Students who are enrolled in Tech Prep programs will be required to meet or exceed the state-adjusted levels of performance.

   The goals of Kentucky Tech Prep include planning, developing, and implementing programs which:

   - raise student expectations and standards of students.
   - provide a comprehensive career guidance program that includes planning and assessment for middle, secondary, and postsecondary students as well as placement upon completion into additional education and/or employment.
   - provide a coherent sequence of vocational-technical and academic courses within secondary/postsecondary levels.
   - integrate academic and vocational-technical education.
   - provide competence in applying academic skills in work-related situations.
   - provide transferable skills in using computers and other modern technologies as well as workplace readiness skills.
   - restructure vocational-technical curriculum to encourage a continuum that begins with exploration and leads to more rigorous academic and technical preparation.
   - provide work-based learning opportunities relating to students' career goals.
   - address the issue of school dropout prevention and reentry.
   - use educational technology and distance learning, as appropriate, to involve all consortium members more fully in the development, operation, and improvement of programs.

   Schools and institutions interested in developing, operating, and improving a Tech Prep program must do the following:

   - utilize a steering committee composed of secondary and postsecondary vocational-technical and academic teachers, counselors, administrators, business and industry representatives, and other community stakeholders.
   - develop a Tech Prep articulated program that links secondary and postsecondary education in each career cluster to increase the achievement of students.
   - integrate academic and vocational-technical education.
   - design professional development for the joint training of academic and vocational-technical teachers from all participating institutions (secondary and postsecondary) to implement the curriculum.
   - identify criteria to be used for student selection/recruitment into the Tech Prep program including outreach and recruitment for special populations.
   - develop a comprehensive guidance plan to include career awareness, exploration, assessment, planning, and the development of an individual career plan.
   - develop a professional development program for middle, high school, and postsecondary counselors to assist in implementing a comprehensive career guidance program and recruiting students into Tech Prep education programs.

- revise existing courses of study to implement applied academics with high level content and application to work-related situations and vocational- technical courses that include current technologies.
- provide a Tech Prep program that has the commitment and involvement from both secondary and postsecondary institutions to assure a non-duplicative continuum of course content that leads to a specific postsecondary educational outcome.
- develop work-based learning opportunities relating to students' career goals.
- integrate existing professional development and other system building resources.
- address the issue of school dropout prevention and reentry.
- use educational technology and distance learning, as appropriate, to involve all consortium partners more fully in the development and operation of programs.

Secondary/postsecondary partners in each consortium must develop secondary/postsecondary course sequences for each vocational-technical program area offered. After this process, secondary/postsecondary partners review these sequences to identify areas where articulation shall be established.

Work-based learning opportunities are provided to students through co-op, clinicals, shadowing, internship, mentoring, service learning, practicums, and school-based enterprises. These opportunities must be related to students' career plans if possible. Each site develops a method of documenting these work-based learning opportunities.

Distance learning may be provided through educational technology such as Kentucky Educational Television (KET), Kentucky Tele-Linking Network (KTLN), Internet, etc. Kentucky added the distance learning component to requirements for planning and implementation in 1999-2000. Sites have three years to develop and implement distance learning and make it available to students in the third year. [Section 204(c)(4)(A-E)

4. Approved Tech Prep sites are required to provide professional development to secondary and postsecondary academic and vocational-technical teachers, counselors, and administrators. Many sites invite outside consultants to present information and material on successfully planning and implementing Tech Prep; teams of secondary/postsecondary academic and vocational-technical teachers, counselors, and administrators visit other sites who have successfully implemented Tech Prep throughout the state; teachers attend applied academics institutes conducted by teacher trainers to provide training on teaching applied strategies in the classroom; representatives attend state and national conferences to receive up-to-date information and training on all components of Tech Prep. The annual State Tech Prep/School-to-Work/Vocational-Technical Conference includes sessions for secondary and postsecondary academic and vocational-technical teachers, counselors, and administrators on applied learning; articulation; planning secondary/postsecondary course sequences; work-based learning; involvement of business and industry; career awareness, assessment, and guidance; inclusion of special populations; and integration of academic and vocational-technical education. University integration workshops are held annually to provide teachers the opportunity to work in teams to develop and publish

integration projects for sites to use in developing their own projects. [Section 204(c)(4)(A-E)

5. An implementation guide, Individual Graduation Plan and Advisory Program was developed by a committee of teachers, counselors, and administrators to assist schools to better serve the academic, career, and personal development needs of all students. [Section 204(c)(5)(A-E)

6. Services or efforts used to improve access to Tech Prep for special populations include participation of special population coordinators on the Tech Prep steering committee and/or in curriculum/staff development, modified curriculum/instruction to meet the special needs of a particular group, materials in the students' native language, interpreters and other support personnel, physical access accommodations, special equipment (e.g. to meet special needs of a particular group), transportation, child care, promotional materials (e.g. brochures and/or videos), special vocational liaisons, and development of individual education plans (IEP's). [Section 204(c)(6)]

7. Tech Prep sites must have a career exploration, guidance, planning, and assessment process in place. It is suggested that students develop an individual graduation plan no later than the end of the 8th grade. Activities for middle school include career days, field trips, and speakers with follow-up activities on each. Students also tour area technology centers. Career interest surveys are taken. Career Choices classes are offered to increase the students' awareness of various career options available to them. [Section 204(c)(7)]

B. Administrative Requirements

1. The Guidelines for Planning, Developing, and Implementing Tech Prep in Kentucky are sent to all prospective and continuation sites in February of each year and includes the requirements and process for application for funds. Grants are awarded are on a competitive basis. After proposals are received, they are evaluated by a team of reviewers from the Department for Technical Education, Department of Education, and Kentucky Community and Technical College System (Technical Branch). Final selection of the grant proposals is made by the Commissioner for the Department for Technical Education (State Director of Vocational Education) based upon recommendations by the review team resulting from the evaluation process. Successful implementation of the activities specific to each year as evidenced by the information provided in the Request for Proposal, self-study/evaluation, and on-site technical assistance visits are considered during the review process. [Section 204(a)(1)]

2. Secondary and postsecondary partners in the Tech Prep consortia jointly plan and prepare applications for funding. They also work together to plan and develop secondary/postsecondary course sequences for all vocational-technical areas offered and establish articulation agreements. [Section 205(d)(1-5)]

   Business and industry and labor participate as active partners in developing the Tech Prep program by participating on steering committees; developing curriculum; sharing facilities, equipment, and materials; and supporting and providing work-based learning activities.

3. On-site technical assistance visits are made each year to first-, second- and third-year sites, and any others as requested or needed according to data provided in self-studies/evaluation and previous technical assistance visit reports. Both urban and rural consortium participants are represented in all parts of the state. [Section 205(e)]

4. Each approved site must meet criteria listed for the particular year of participation. These requirements are listed by year of participation in the state guidelines (copy attached). The state has developed learning goals and academic expectations for all students to meet. The academic expectations, which are broad in nature, have been further defined as core content. The core content is then used to develop assessments for the students who are used to determine the school's success in addressing the academic expectations. Students who are enrolled in Tech Prep programs will be required to meet or exceed the state-adjusted levels of performance. The Commonwealth Accountability and Testing System (CATS) will measure academic achievement of vocational concentrators, completion rates, and placement and retention rates. (See Section II, Accountability and Evaluation).

5. A self-study/evaluation for Tech Prep/High Schools That Work instrument (copy attached) is sent to all sites in the early fall of the funding year. This instrument is returned in September, and the information provided is entered into a database and reports developed. [Section 206]

C. Procedural Suggestions

1. A copy of the Guidelines for Planning, Developing, and Implementing Tech Prep in Kentucky - 2001-2002 is attached. Procedures for application for Tech Prep funds are included in these guidelines. The proposal review/evaluation process is addressed on Page 6 of the guidelines.

2. First-year planning sites may request up to a maximum of $10,000 for each secondary school involved in the consortium. Second and third year sites may request up to a maximum of $20,000 per secondary school involved. Continuous improvement sites (fourth through tenth year in 2001-2002) may request up to a maximum of $10,000 per secondary school involved.

3. Distance learning and educational technology components are a part of the state guidelines. Work-based learning has been a part of the overall requirements of a Tech Prep program in past years. Regional universities have participated in planning, developing, and implementing Tech Prep programs in all approved sites by participating in development of secondary/postsecondary course sequences and articulation agreements.

4. Postsecondary partners in Tech Prep consortia include regional four-year universities as well as technical and community colleges. The postsecondary institutions participate in joint planning, developing secondary/postsecondary course sequences, and establishing articulation agreements. Employers and/or labor organizations participate on steering committees; develop curriculum; sharing facilities, equipment, and materials; and support and provide work-based learning activities.

5. All approved sites for 2001-2002 must attend a site development workshop conducted by The National Tech Prep Network and the U. S. Department of Education in July 2001. Each approved consortium site must send a team composed of a high school principal, area technology center principal, site coordinator, counselor, one academic teacher, one vocational technical education teacher, business and industry representative, and a postsecondary representative to this meeting.

FINANCIAL REQUIREMENTS

A. Assurances

1. FINANCIAL AUDITS

The Kentucky Department for Technical Education, Cabinet for Workforce Development, will comply with the requirements of The Carl D. Perkins Vocational and Technical Education Act of 1998--Title I, the provisions of the State Plan, and provide for a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(10)]

2. DIRECT FINANCIAL BENEFIT

The funds expended under Title I will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [Sec.122(c)(11)]

B. Required Descriptions

1. ALLOCATION OF FUNDS

Kentucky will distribute funds 85 percent of the funds from Title I, Part C, Section 131 and Section 132 to the eligible recipients that provide secondary and postsecondary vocational technical education. Fifty-one percent of the funds will be allocated to public postsecondary institutions and forty-nine percent will be allocated to public local school districts and area technology centers that serve secondary students. Thirty percent of the allocation of funds to secondary vocational education programs will be based the percent of children aged 5 to 17 who reside in each local school district. Seventy percent of the secondary allocation will be based upon the percent of poor children, aged 5-17, who reside in each school district. Funds allocated to area technology centers is based upon the percent of students who are enrolled in technical education programs at the technology center from each eligible local school district.

Funds for postsecondary vocational education will be based upon the percent of students enrolled in technical education who are receiving Pell grants or funding from training agreements under the Workforce Investment Act. Each institutional percent of students receiving financial aid from the two sources above is based upon the total number of students in the state receiving those funds.

The portion of funds that go to eligible institutions for program improvement and increased student achievement will be split between secondary and postsecondary vocational technical education on a 49/51 percent basis; secondary education allotment will be 49 percent and postsecondary allotment will be 51 percent. The criteria to determine this ratio was based on full time equivalent enrollment in

preparatory programs, the amount of time spent in vocational technical education programs, and sufficient funds to make a difference in the program. [Section 122(c)(4)(A)]

Table I, "Federal Funding Distribution for fiscal years 2001- 2004," on page 70, details the planned uses of Title I, Part C federal funds for vocational education during each of the four years of this state plan. Kentucky will not setaside 10 percent reserve of the grant to secondary and postsecondary vocational institutions in Section 112(c)(1).

Kentucky will reserve five percent of the Basic Grant for State Administration Activities (see Table 1). A staff person is assigned to provide leadership for nontraditional opportunities and to monitor the progress made. Of the remainder of the basic grant not more than 10 percent will be used to carry out statewide leadership. Of that amount, $150,000 will be used for services that prepare individuals for nontraditional training and employment; one percent of the basic grant will be used for programs in correctional institutions and School for the Deaf. Institutions that serve individuals with disabilities in secondary education send the students to the local schools for their education. Only one institution keeps the students on campus, but vocational education is provided for them. The remainder of the leadership funds will be used for the provisions in the legislation.

The state will match the federal administration funds with state funds at least equal to the expenditures in FY 2000. In addition, Table I also illustrates the use of Title I funds for state programs and leadership by major purpose. A portion of these statewide leadership funds will be distributed through the Request for Proposal (RFP) process.

Distribution of Secondary and Postsecondary Funds

Beginning Fiscal Year 2001, Kentucky will distribute funds to secondary programs via the following formula from Title I C.

FACTOR I

	AGED 5-17 RESIDENTS IN SCHOOL DISTRICT	DISTRICT'S PROPORTION OF 5-17 OF STATE TOTAL	X	30% OF SECONDARY ALLOCATION
DISTRICT A	XXXX	XX.X%	X	$XXXXX
DISTRICT B	XXXX	XX.X%	X	$XXXXX
DISTRICT C	XXXX	XX.X%	X	$XXXXX
STATE TOTAL		100%		

FACTOR II

	AGED 5-17 RESIDENTS BELOW POVERTY IN SCHOOL DISTRICT	DISTRICT'S PROPORTION OF 1-17 RESIDENTS BELOW POVERTY OF STATE TOTAL	X	70% OF SECONDARY ALLOCATION
DISTRICT A	XXXX	XX.X%	X	$XXXXX
DISTRICT B	XXXX	XX.X%	X	$XXXXX
DISTRICT C	XXXX	XX.X%	X	$XXXXX
STATE TOTAL		100%		

The amounts from each factor are added to determine the total allocation per district. Funds generated by districts not offering high school programs will be distributed proportionally to the districts where the students normally attend high school.

Funds for fiscal year 2001-2004 will be transferred to area technology education centers based on the proportional share of students enrolled in the technical education center from each participating local school district. This formula is applied to local districts operating area centers and serving students from other districts as well as the area centers operated by the state. This information is collected from the local districts and centers through the Technical Education Data System. This is an actual count rather than an estimate.

Funds for fiscal year 2002 will be transferred to area vocational education centers based on the proportional share of students enrolled in vocational education in the local school district and students enrolled in the area technology center.

Local school districts that do not meet the $15,000 minimum and choose not to enter into a consortium may request a waiver. The district will be required to demonstrate that they are a rural or sparsely populated area or a public charter school operating secondary vocational and technical education programs. To be considered for a waiver of the $15,000

minimum, each district will provide documentation that entering into a consortium is not feasible. Each district must submit a request for a waiver to the Commissioner for the Department for Technical Education. Many small districts are located in areas of the state that make travel distance in terms of time two hours or longer. The travel distance for joint articulation make it very difficult for schools to participate. Travel distances will identify rural or sparsely populated.

When a local school district transfers all of its allocation to an area center, not under its local board, then the area center receiving the funds must assume responsibility for notification of parents and students of the opportunities available in vocational education.

The distribution of postsecondary funds from Title I C will use two factors. The factors are the number of Pell grant recipients plus number of WIA Training Agreement sponsored students who are not receiving Pell grants. The counts for these two factors are limited to students enrolled in associate degree programs with an occupational major and students who are pursuing a vocational diploma or certificate. Institutions not meeting the $50,000 minimum may enter into a consortium with another institution for offering joint programs.

The following formula will be used for distributing Title I C postsecondary funds:

	# PELL + WIA Training Agreement	INSTITUTION'S PROPORTION OF STATE	X	100% OF POST-SECONDARY ALLOCATION
INSTITUTION A	XXXX	XX.X%	X	$XXXXX
INSTITUTION B	XXXX	XX.X%	X	$XXXXX
INSTITUTION C	XXXX	XX.X%	X	$XXXXX
STATE TOTAL		100%		

In any year in which eligible recipients do not expend the total of their allocated funds, these unspent funds will be redistributed to eligible recipients under Title I, Section 131 or Section 132, as appropriate. [Section 122 (c)(4)(A)]

2. FUNDS ALLOCATED AMONG CONSORTIA

Secondary Consortium

Any local educational agency receiving an allocation less than $15,000 or not sufficient to conduct a program which meets the requirements of Section 135 is encouraged to form a consortium or enter into a cooperative agreement. The consortium or cooperative agreement may be with an area vocational technical center, educational service agency, another local school district, or a postsecondary institution offering programs that meet the requirements of Section 135. The schools involved in the consortium shall agree to a fiscal agent and transfer that school's allocation to the designated fiscal agent. The total amount of funding available to the consortium is the total of each participant's allocation. The consortium enables each participant to contribute proportionate shares of the dollars awarded for secondary vocational education and to plan for mutual program improvement.

The funds must be used to operate programs that are of sufficient size, scope and quality to be effective and produce measurable results of program improvement and student achievement in each of the participating schools.

The funds in the consortium shall be used only for purposes and programs that are mutually beneficial to all members and shall be used only for programs authorized under Title I. The funds may not be reallocated to one member of the consortium for the benefit of that member only.

The consortium will complete the local application, and each of the parties shall agree to and sign the plan and assurances.

Waiver

A local school district may request a waiver from the Department for Technical Education if the school district is located in a rural, sparsely populated area or is a public charter school operating secondary vocational education programs. The waiver must demonstrate that the local educational agency is unable to enter into a consortium for providing vocational education programs and activities.

Postsecondary Consortium

Postsecondary institutions that receive less than a $50,000 allocation may enter into a consortium with other postsecondary institutions operating vocational programs. The consortium shall operate joint programs that provide services to all participating postsecondary institutions and shall be of sufficient size, scope, and quality to be effective. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members. The funds shall be used only for programs authorized under Title I. The funds may not be reallocated to one member of the consortium for purposes or programs that benefit only one member.

A consortium between a local educational agency and postsecondary institution is permissible.

Postsecondary Waiver

A postsecondary institution may request a waiver from the Department for Technical Education if the institution is located in a rural, sparsely populated area. [Section 122 (c)(4)(B)]

C. Procedural Suggestions

1. Budget Table - The charts, Worksheet for Distribution of Basic Grant and the Planned Distribution of the Basic Grant is included in this section as required in Section 112.

WORKSHEET FOR DETERMINING DISTRIBUTION
KENTUCKY FY 2002

02/14/2001

Ratable Reduction Provision does not apply			
2001 Basic Grant	$18,364,632		
		% of Sub	% of Sub X Basis Grant-Hold Harmless
St Admin 5%	$918,232	0.05	
Statewide Leadership	$1,836,463.20	0.10	
Title I C Secondary/Postsecondary	$15,609,937.20	0.85	
Basic Grant	$18,364,632	100%	$0
Statewide Leadership	$1,836,463		
Less One Percent for Institutions	$183,646	0.01	
(Less School for the Deaf)	$4,590		
(Less Corrections	$179,056		
(Less Nontraditional Training)	$150,000	0.008167874	
Leadership Funds for Grants	$1,502,817		
			$0
Tech Prep	$1,863,661		
Total to State	$20,228,293		
State Administration Match FY 2000	$1,110,554		
Basic Grant less Corrections initial % and deficit = amount available for distribution	$0		

KENTUCKY
PLANNED DISTRIBUTION OF FY 2002 FEDERAL VOCATIONAL TECHNICAL EDUCATION FUNDS

Basic Grant								
Purpose	Total Available	Dept. for Technical Education	KY TECH Sec. ATC	KCTCS Comm. C Tech. C	Dept. of Education	Local School Districts	Comm. Colleges & Universities	Statewide Projects
St. Admin.	918,232	918,232						
Statewide Leadership	1,836,463							
Institutions (one percent)	(183,646)							
Corrections	(179,056)			179,056				
School for the Deaf	(4,590)					4,590		
Nontrad. Prep.	(150,000)	150,000						
Statewide Projects								1,502,817
Assessment	195,000							
Curriculum	210,000							
Professional Development	840,000							
Technology	30,000							
Integration Acad. with Tech Ed	30,000							
Educational Barriers in Program	50,000							
Partnerships	10,000							
Meet State Performance Measures	30,000							
State Evaluation	103,500	103,500						
Secondary and Postsecondary Programs	15,609,937							

Total Basic Grant	17,905,647							
Tech Prep	1,863,661	(93,183)						1,770,478
Total Basic Grant & Tech Prep	19,769,308							
Secondary Allocation 49%	7,648,869							
Postsecondary Allocation 51%	7,961,068							
Total for Programs	15,609,937							
2000 State Administration Match	1,110,554							

D. Assurances

1. Funds received under this Act may not be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Section 315]

2. Maintenance of fiscal effort will be calculated on an aggregate expenditure basis. [Section 311(b)(1)(A)]

3. Funds made available under this Act will not be used to require any secondary school student to choose or pursue a specific career path or major. [Section 314(1)]

4. Funds made available under this Act will not be used to mandate that any individual participate in vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314(2)]

5. All funds made available under this Act will be used in accordance with this Act. [Section 6]

6. Perkins funds expended for School-to-Work activities must meet the definition of vocational and technical education found in Section 3(29) of the Act. Perkins funds will not be transferred and utilized to fund a School-to-Work grant. Programs and activities authorized under Perkins III may provide linkages with programs operated under School-To-Work provisions provided this section and section number seven (7) are met. [Section 6]

7. Students eligible to participate in activities funded under the Perkins Act of 1998 must be in the 7th grade or higher. All activities funded will meet all applicable requirements, including the supplanting prohibition in Section 311(a) of the Perkins Act of 1998. [Section 311(a)]

8. Funds made available under this Act for vocational and technical education activities will supplement, and shall not supplant, non-Federal funds expended to carry out vocational and technical education activities and tech-prep activities. [Section 311(a)]

9. The distribution of funds to secondary schools is based on Program Memorandums OVAE/DVTE 99-8 and 2000-2. [Section 131(b)]

10. The formula for postsecondary education adds the number of students receiving training agreement assistance under WIA. In years past students who received JTPA financial assistance were included in the total number of economically disadvantaged students enrolled in postsecondary technical education.

11. Funds provided under this Act will not be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State. [Section 322]

12. The portion of any student financial assistance received under this Act that is available for attendance costs described in subsection [Section 325(b) shall not be considered as income or

resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Section 325(a)]

13. Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act. Funds made available under this Act may be used to pay for the costs of services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Section 325(a)(b)(c)]

14. The Department for Technical Education does not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. Students that are members of the special populations will not be discriminated against on the basis of their status as members of special populations. [Section 122(c)(8)(B)] [Section 316]

15. Students attending private, religious, or home school may participate in vocational and technical programs and services funded under this Act. [Section313]

16. Vocational and technical education programs will be of such size, scope, and quality to bring about improvement in the quality of vocational education programs. Students will be taught the same challenging academic proficiencies as taught to all other students. [Section 122(c)(5)(B)]

17. Individuals who are members of the special populations will be provided equal access to activities assisted under this title and will be provided with programs designed to enable the special populations to meet the state adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage careers. [Section 122(b)(8)(A)(C)]

18. All eligible students, teachers and other program beneficiaries are assured equal opportunities to and equitable participation in any project or activity carried out under this Act; and promote the ability of students, teachers, and beneficiaries to meet high standards. [Section 1228a GEPA]

19. Funds expended under this title will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

VI. EDGAR CERTIFICATIONS

A. Requirements

1. The Kentucky Department for Technical Education is designated as the eligible agency for developing and approving state plans required by federal law as prerequisites to receiving federal funds for vocational education (KRS 151B.025, 151B.100, 151B.150, and 151B.145). [34 CFR 76.104(a)(1)]

2. The Kentucky Department for Technical Education has the authority under state law to perform the functions of the State required in the Carl D. Perkins Vocational and Technical Education Act of 1998. [34 CFR 76.104(a)(2)]

3. The Kentucky Department for Technical Education may legally carry out each provision of the plan. [34 CFR 76.104(a)(3)]

4. These provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]

5. The State Board for Adult and Technical Education is authorized to implement any act of Congress appropriating and apportioning funds to states and to provide for the proper disbursement of such funds and approves the State Plan. [34 CFR 76.104(a)(5)]

6. The Commissioner of the Kentucky Department for Technical Education is authorized to accept and agree to comply with federal vocational education acts and civil rights legislation. Kentucky will comply with all fiscal, procedural, and administrative requirements of Title I and II of the Carl D. Perkins Vocational and Technical Education Act of 1998 which includes maintenance of fiscal effort requirement. Each eligible institution shall maintain financial documents to document the proper expenditure of the federal funds awarded to them and shall be prepared to conduct and provide audit reports. [34 CFR 76.104(a)(6)]

7. The State Board for Adult and Technical Education approved the plan on March 23, 2000. [34 CFR 76.104(a)(7)]

8. The State Plan is the basis for the operation and administration of the Carl D. Perkins Vocational and Technical Education Act of 1998. [34 CFR 76.104(a)(8)]

9. The Kentucky State Plan for Vocational and Technical Education was submitted to the State Intergovernmental Review Process. [Executive Order 12372]

10. That the State will file a certificate with USDE stating that it will implement the Debarment and Suspension. [34CFR Part 85, Section 85.510]

11. That the State will file a certificate with USDE stating that it will provide a drug-free workplace. [34 CFR 85, Appendix C]

12. The State does not use appropriated funds for payment to lobbyists as required by Section 1352 Title 31 of US Code. [34 CFR 82, Appendix A]

13. Students attending private, religious, or home schools may participate in programs or services funded under this Act. [Section 313]

14. That the State does not use appropriated funds for payment to lobbyists as required by Section 1352 Title 31 of US Code;

15. That the State will file a certificate with USDE stating that it will provide a drug-free workplace; and

16. That the State will file a certificate with USDE stating that it will implement the Debarment and Suspension, 34CFR Part 85, Section 85.510.

STATE CERTIFICATION
STATE OF KENTUCKY

I CERTIFY THAT:

1.01 The Kentucky State Department for Technical Education in this State is eligible to submit the 1999-2000 Kentucky Transitional Year Program Plan for Vocational Education as authorized under Sections 111 and 113 of Public Law 105-332, the Carl D. Perkins Vocational and Applied Technology Education Act of 1998.

1.02 The State Department for Technical Education has authority under state law to perform the functions of the State under the program;

1.03 The State legally may carry out each provision of the foregoing Plan;

1.04 All provisions of the foregoing Plan are consistent with State law;

1.05 The commissioner of the Department for Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing Plan;

1.06 The Commissioner of the Department for Technical Education has authority to submit the foregoing Plan;

1.07 The State Board for Adult and Technical Education has adopted and formally approved the foregoing Plan on March 23, 2000, and

1.08 The foregoing Plan is the basis for state operation and administration of the program;

1.09 That a copy of the State Plan was placed into the State Intergovernmental Review Process;

1.10 That the State does not use appropriated funds for payment to lobbyists as required by Section 1352 Title 31 of US Code:

1.11 That the State will file a certificate with USDE stating that it will provide a drug-free workplace; and

1.12 That the State will file a certificate with USDE stating that it will implement the Debarment and Suspension, 34CFR part 85, Section 85.510.

_____ _____

Date

Emil Jezik, Commissioner
Department for Technical Education
Cabinet for Workforce Development

_____ _____

Date

Martin Bell, Chairman
State Board for Adult and Technical Education

Debarment, Suspension, and other Responsibility Matters
Primary Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34CFR Part 85, Section 85.510, Participants; responsibilities. The regulations were published as Part VII of the May 26, 1988, Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the US Department of Education, Grants and Contract Service, 400 Maryland Avenue, SW (Room 3633 GSA Regional Office Building No. 3), Washington, DC 20202, telephone (202) 732-2502.

(1) The prospective primary participant certified to the best of its knowledge and belief, that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
(b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
(c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and
(d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause of default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Date	Emil Jezik, Commissioner Department for Technical Education Cabinet for Workforce Development
Date	Martin Bell, Chairman State Board for Adult and Technical Education

Certification Regarding Drug-Free Workplace Requirements
States and State Agencies

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34CFR Part 85, Subpart F. The regulations, published in the January 31, 1989, Federal Register, require certification by grantees, prior to award, that they will maintain a drug-free workplace. Section 85.630 (b) of the regulation provides that a grantee that is a State may elect to submit an annual certification to the Department in lieu of certificates for each grant during the year covered by the certification. The certificate set out below is a material representation of fact upon which reliance will be placed when the agency determines to award a grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34CFR Part 85, Section 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing a drug-free awareness program to inform employees about
  (1) The dangers of drug abuse in the workplace;
  (2) The grantee's policy of maintaining a drug-free workplace;
  (3) Any available drug counseling, rehabilitation, and employee assistance programs, and
  (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
  (1) Abide by the terms of the statement; and
  (2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;

(e) Notifying the agency within ten days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction;

Date

Emil Jezik, Commissioner
Department for Technical Education

Cabinet for Workforce Development

Date

Martin Bell, Chairman
State Board for Adult and Technical Education

Certification Regarding Lobbying for Grants
And Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the US Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to a person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal grant or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Date

Emil Jezik, Commissioner
Department for Technical Education
Cabinet for Workforce Development

Date

Martin Bell, Chairman
State Board for Adult and Technical Education

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 USC Section 1352. The filing of a form is required for each payment or agreement to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the pace on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal Action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be a prime or subaward recipient. Identify the tier of the subawardee, e.g. the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee" then enter the full name, address, city, state and zip code of the Federal recipients. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g. Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract grant or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g. "RFP-DE-90-001".

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name and Middle Initial (MI).

11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

12. Check the appropriate box(es). Check all that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.

13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.

14. Provide a specific and detailed description of the services that the lobbyist has performed or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal officials contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.

16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions. Searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget. Paperwork Reduction Project (03-48-0046), Washington, D.C. 20503